Public Health Crisis Preparedness and Disaster Management for Medical Students through Multi-Discipline Interactive Platform

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Background
Public health crisis preparedness and response were fundamental for the healthcare professionals. Therefore, we developed the multi-discipline interactive platform curriculum based on the core competencies of the medical education and The National Disaster Life Support for medical students to acquire the skills to communicate, cooperate and coordinate with other professionals.

Teaching Goals
- Health Hazard of Public Health Crisis
- Healthcare Priorities and Healthcare Management for Public Health Crisis
- Roles of Healthcare Professionals in Public Health Crisis
- Preparedness, Management, and Response
- Advice, Coordinate, Cooperate with Other Professionals

Multi-Discipline Teaching
- Follow International Standard: Emory and the US CDC, Extended ICSF Course
- Flexible Teaching Time: 8hrs/5 Days
- Multi-Discipline Teacher: University Faculty, First Responder
- Interactive Teaching: Dictation | Group Discussion | Hand on Practice | Drill
- Completed Course: Preparedness, Management, Response

Course
1. Public Health Crisis
   - Introduction
   - Case Discussion
2. Empathy, Vulnerable Group
   - Mass Casualty
   - Vulnerable Group Care
3. Media and Communication
   - Media Management and Communication
   - Risk Communication
   - Internal Communication
4. Crisis Response
   - Incident Command Systems
   - Technology and Disaster
5. Simulation, Drill, Practice
   - Medical Tent, Radio
   - Special Meal Box
   - Disaster Response Drill

Discussion
Through multi-discipline interactive platform, medical students acquired core competencies and skills for public health crisis preparedness and management. Further advanced course could be carried out after this course. However, large amount resources and preparedness were required. Repeated discussions and communications among faculty members were mandatory to build up the platform.

Conclusions
The continuous five-day multi-discipline interactive platform and course was enough to attain the basic knowledge and manage their expanding professional networks. Different professional worked well in this platform and demonstrated developing a basic multi-discipline course for medical students were feasible although these students had limited medical knowledge and competencies.

Acknowledgement