Integration of Simulation-Based Exercises and Practical Skills into a Public Health Emergency Management Curriculum

Samantha Noll MD1,2, Charles Little DO1,2, David Silversmith MHA2
1. University of Colorado School of Medicine, Aurora, USA
2. Colorado School of Public Health, Aurora, USA

Introduction: As public health emergency management (PHEM) is a growing field, so is the development of its workforce. Ensuring workforce readiness from graduate-level education and courses can be challenging given the limitations of the traditional classroom environment. This presentation highlights a novel curriculum created and taught by first responders consisting of simulation and application of practical skills developed within a public health graduate certificate program.

Method: The semester-long course reviews foundations of PHEM and students progress through a sequence of
Participants’ Experience of Completing Trauma and Critical Skills Training in a Resource-Limited Environment

Anna O’Leary MB, BCh, BAO1,2, Deirdre Breslin MB, BCh, BAO1,2, Jeffrey Mulcaire MB, BCh, BAO1,2, Meabh Eager1, Jean O’Sullivan1
1. St. James Hospital, Dublin, Ireland
2. Global Emergency Care Skills, Dublin, Ireland
3. Mater Hospital, Dublin, Ireland

Introduction: Global Emergency Care Skills, an Irish-based NGO, provided a five-day intensive training course to 24 local healthcare professionals in Nyabondo, Kenya in November 2022, in advance of the opening of a new major trauma center on site. This course incorporated didactic lectures, skills stations and simulated clinical scenarios and covered commonly encountered emergency presentations in low and middle income countries (LMICs).

Method: A qualitative study was conducted using a free text questionnaire with faculty, exploring their experiences of education in a resource-limited environment. Responses were interpreted by performing thematic analysis to identify recurring themes.

Results: All eleven faculty members completed the survey in full. An interrogation of the responses identified commonalities across the majority of faculty members. The main themes encountered were increased recognition of the lack of postgraduate training in LMICs, the challenge of devising material appropriate to a resource-limited setting, a growth in confidence and individual teaching ability, and a reaffirmation of the effectiveness of simulation teaching in medical education.

Conclusion: This survey demonstrates the significant impact of teaching such a course on faculty members. Despite the challenges encountered, faculty members strongly felt that simulation training offered significant benefits. Survey respondents noted that moulage could be adapted to suit the needs of course applicability of the training provided to the local healthcare resource environment was gathered.