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Study/Objective: To reveal the pattern of student engagement (the amount of time a student logged in) in Public Health Principles in Disaster and Medical Humanitarian Response (PHPID) online course, and to examine whether the pattern is associated with the course outcome (the probability of certificate attainment).
Background: Student enrollment in online courses has increased in the past decade and continues to grow. Online courses become an effective platform to teach students globally in public health and disaster. However, how students engage in, and how the engagement pattern is associated within the course outcomes, was unknown.
Methods: This research collected registration information and time-stamped Model login data from four completed cohorts of PHPID online courses (2014-2016). Descriptive analysis, chi-square test, and multiple logistic regression were conducted via SPSS.
Results: In total, 3,457 participants, from 150+ different countries registered, and 20.6% had passed the examination and obtained certificates. On average, each student spent 4.3 hours, 15.7 hours for certificate obtainers, and 1.3 hours for non-certificate obtainers. Males invested 18.3% more time than females. The participants with qualification in public health or medicine spent 30.7% more time than others. The student engagement was confirmed to have a significant and strong effect on their course completion, and in obtaining certificates, with adjusting gender, age, and education level (AOR = 1.401; 95%CI, 1.367-1.436).
Conclusion: The patterns of student engagement in PHPID online courses were varied, associated with socio-demographic variables. Spent more hours in able to increase the probability of course completion and certification obtainment. Further research should be conducted to meet the needs of online course training in disaster and public health education.

A Public Health Emergency Simulation Tool for Enhanced Training in Emergency Preparedness and Response

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Study/Objective: This workshop will introduce an innovative emergency preparedness and response simulation tool for training public health professionals. The tool, developed by KFL&A Public Health, enhances the traditional emergency preparedness exercise with simulated "real-time" surveillance data using two tools, the Acute Care Enhanced Surveillance system (ACES) and Public Health Information Management System (PHIMS). Through group role-play, workshop attendees will actively participate in managing a simulated public health incident in a local public health agency setting involving different health system roles and collaboration. Participants will gain knowledge and skills in core emergency management competencies such as risk assessment, risk communication, and the incident management system; and in using ACES and PHIMS to inform action in a public health emergency. Participants will reflect on the activity and provide feedback on the simulation tool to facilitators. This workshop will develop skills and knowledge that can be applied to future training and planning for public health emergencies.
Background: In the absence of a real-life public health incident or emergency, residents are best trained and assessed for the related EPAs through simulation activity. Currently used, table top simulation methods are insufficient.
Methods: Through this workshop, Emergency Managers and Public health physicians will have experience with a scenario which allows them to use real-time surveillance tools for improved situational awareness and improved decision making. The two main tools will be ACES and PHIMS.
Results: This workshop will enable improved training and decision making by Public Health officials during a public health emergency.
Conclusion: This workshop will explore simulation training for improved outcomes for public health emergencies.

The Development of a Bioterrorism Response, A Guideline for Citizens in Korea

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Study/Objective: The study objective is to understand the adequate development of a bioterrorism response guideline for citizens.
Background: Although the possibility of bioterrorism occurrence exists, the citizen awareness and knowledge of bioterrorism is inadequate and lacking. Furthermore, the threat of bioterrorism still exists with changing international sociopolitical situations and advantages of bioterrorism for terrorists, so the behavioral bioterrorism response guideline for citizen was needed.
Methods: The terrorism and disaster response guidelines and recommendations for citizens were collected and examined, and then the parts for bioterrorism response were extracted and revised for citizen understanding and access. Researchers used a 3-step approach to develop the guidelines; (1) collecting data (2) organizing data as a guideline (3) revision of the guideline for level control adequate for citizens. The result was evaluated by sampled citizens.
Results: The guidelines and recommendations are composed of (1) basic; (2) individual diseases and syndromes; (3) situation/target person/location related contents. They are organized for various types of printable material. Initially, 3 types of public relations material were developed; a manual book, a leaflet, and a small poster. Also, the forms of information type are related and matched to individual methods of public relation access.
Conclusion: Because of the inadequate citizen awareness and knowledge of bioterrorism, it is necessary to develop the educational content on bioterrorism for citizens, especially based on the contents and levels related to individual settings.