

Scenario 1 & 2
“Influenza-Like Illness”
“Lights Out”

Course Learning Objectives
A. Define a health care disaster and the components of emergency preparedness as it applies to care providers. ^a
B. Understand ethical implications of a health care disaster and its impact on the community. ^b
C. Differentiate between National Incident Management System (NIMS), Incident Command System (ICS/HICS) and the operational disaster/emergency preparedness plan for a health care facility. ^a
D. Identify functional roles (and appreciate your individual limits) of care providers during a disaster. ^{a,b}
E. Define and demonstrate ability to function within the chain of command during a patient care disaster scene. ^{a,c}
F. Define and respond to vulnerabilities and security risks facing providers, health care workers, and health care facilities during a disaster scenario. ^{a,c}
G. Summarize components of teamwork, communication, and triage that are essential to an effective response during a health care disaster and list specific actions to take and to avoid during a health care disaster. ^a
H. Demonstrate effective teamwork, communication and triage to protect care providers and save lives during a disaster scenario. ^c
I. Achieve a greater comfort level with knowledge and skill to provide effective patient care during a clinical disaster. ^b
Course Competency Domains and Performance Objective Categories
<i>Mobilization: Pre-stage planning and team development</i>
Define and recognize a disaster. (A, F) ^d
Stop: Establish a safety plan. (D, F, G, H)
Develop clinical disaster team (ie, establish leadership, roles and duties). (D, F, G, H)
Select and don appropriate personal protective equipment (PPE) and supplies. (F, G, H)
<i>Clinical disaster operations and communications</i>
Establish operations command (ie, assume team roles). (C, D, E, H)
Establish communications with health care authority and activate Healthcare Incident Command System (HICS). (C, D, E, H)
Appropriately report scene information and needs. (ie, maintain situational awareness). (C, D, E, H)
Optimize teamwork and coordinate tasks. (C, D, E, H)
<i>Protect and preserve human life and continuity of health care facility during a disaster</i>
Ensure personal safety. (C, D, E, F, G, H)

Ensure safety of patients, families, and staff. (D, E, F, G, H)
Accurately assess, reassess and care for patients. (D, E, F, G, H)
Ensure continuity of patient care operations. (D, E, F, G, H)
Preserve integrity and conservation of the physical plant. (D, E, F, G, H)
Perform maneuvers to save simulated patients during a disaster scenario. (F, H)
<i>Demobilization</i>
Ensure effective demobilization of health care resources. (A, C, F, G)
<i>Clinical disaster and emergency preparedness awareness</i>
Understand role of provider to support patients and the community. (B,D)
Understand ethical implications of patient care during a disaster. (B, H)
Self-assess capabilities and limits as a provider during a disaster. (B, D)

Table 1. Course Learning Objectives, Competency Domains, and Performance Objective Categories

^aDiscrete Knowledge/Cognitive Objective.

^bAttitudinal/Affective Objective.

^cPerformance/Skill Objective.

^dReferences are to learning objectives, above

“Influenza-Like Illness”
Master Scenario Events List (MSEL)

Event	Event Time	Event Description	Method of Delivery	Expected outcome of Player Action
Facilitator Training	1 week prior to scenario			
Classroom Didactic Session	8:00	<p>I. Introduction to clinical disaster teamwork and communications</p> <p>II. Introduction to safety and triage</p>	<p>I. Live presentations by lead facilitators</p> <p>II. Small group interactive exercises</p>	<p>I. Trainees will gain an understanding of disaster operations and how to be a member of a triage team.</p> <p>II. Trainees will understand how to act as a first responder on the scene of a disaster and assign patients to appropriate triage categories</p>
Pre-Briefing	10:00	<p>I. Trainees are separated into teams consisting of 4-8 trainees per team.</p> <p>II. Trainees are briefed on safety throughout the scenarios.</p> <p>III. The trainees are designated roles and briefed by the facilitators on their roles in the scenario.</p>	<p>I. Trainees serving as patients are provided with a card that will explain their individual roles, vital signs if necessary, and any other pertinent information.</p> <p>II. Trainees serving as providers are briefed on expectations to utilize the lessons learned in didactic sessions regarding team development, communication and triage to address the scenario</p>	<p>I. Trainees are encouraged to “get into character” and play their role.</p>

			presented to them.	
Briefing	10:10	I. Narrative is read to trainees serving as providers. Providers informed that they will receive several patients from a 5-day cruise presenting with influenza-like symptoms. It is noted that additional unknown hazards may exist outside the confines of the ED	I. Facilitator presents scene to trainees serving as providers II. Facilitator presents scene to trainees serving as patients	
Start Scenario: Providers enter ED	10:20	I. Multiple patients are inside ED waiting room. II. Multiple patients are outside ED doors asking to be let in. III. A security guard is positioned inside the ED doors.		Team Performance Metrics I. Team Established Roles and Responsibilities II. Team Discussed Safety Plan Prior to Action III. Team Selected and Donned the Appropriate PPE IV. Team Established Communication Link with EOC V. Team Effectively Communicated Needs On Scene to EOC VI. Team Followed Assigned Roles VII. Team Followed Chain of Command VIII. Team Reassessed Patients and Scene
Security Breach	10:30	I. If ED doors are not secured by providers,		I. Team Secured Doors the ER after

		<p>security guard can no longer prevent patients from entering ED waiting room</p> <p>II. If patients breach ED door alarms are sounded.</p> <p>III. A terrorist will be let in when doors are breached. Terrorist will reveal he has brought anthrax into the ED.</p>		<p>Recognizing Disaster</p> <p>II. Team Did Not leave the ED to Treat Outside Patients</p> <p>III. Team Prevented Outside Patients from Bypassing Security Team Performed Immediate Egress if Scene Became Unsafe</p>
End Scenario and Debriefing	10:45	<p>I. All triage must end.</p> <p>II. Facilitator debriefs team on their performance and strengths and weaknesses.</p>		

“Lights Out”
Master Scenario Events List (MSEL)

Event	Event Time	Event Description	Method of Delivery	Expected outcome of Player Action
Facilitator Training	1 week prior to scenario			
Classroom Didactic Session	8:00	<p>I. Introduction to clinical disaster teamwork and communications</p> <p>II. Introduction to safety and triage</p>	<p>I. Live presentations by lead facilitators</p> <p>II. Small group interactive exercises</p>	<p>I. Trainees will gain an understanding of disaster operations and how to be a member of a triage team.</p> <p>II. Trainees will understand how to act as a first responder on the scene of a disaster and assign patients to appropriate triage categories</p>
Scenario 1 “Influenza-Like Illness”	10:00-10:45			
Scenario 2 Pre-Briefing “Lights Out”	11:00	<p>I. Trainees are separated into teams consisting of 4-8 trainees per team.</p> <p>II. Trainees are briefed on safety throughout the scenarios.</p> <p>III. The trainees are designated roles and briefed by the facilitators on their roles in the scenario.</p>	<p>I. Trainees serving as patients are provided with a card that will explain their individual roles, vital signs if necessary, and any other pertinent information.</p> <p>II. Trainees serving as providers are briefed on expectations to utilize the lessons learned in didactic sessions regarding team</p>	<p>I. Trainees are encouraged to “get into character” and play their role.</p>

			development, communication and triage to address the scenario presented to them.	
Scenario 2 Briefing "Lights Out"	11:10	I. Narrative is read to trainees serving as providers. Providers informed that they been called to the Emergency Waiting Room to assist in taking care of many patients who arrived seeking medical care. The hospital has lost power and subsequently the only lighting in the hospital is battery powered backup lights and handheld flashlights. Resources such as the hospital's phone system and city's mobile network is unavailable.	I. Facilitator presents scene to trainees serving as providers II. Facilitator presents scene to trainees serving as patients	
Start Scenario: Providers enter ED	11:20	I. Multiple patients are inside ED waiting room. II. Trainees are presented with an influx of patients requiring rapid triage.		Team Performance Metrics I. Stops: assesses safety of scene and dons PPE II. Stops: huddles for team planning (i.e., assigns team roles and duties) III. Activates Incident Command and communicates scene information accurately IV. Effectively uses START triage to assign correct priority to patients V. Separates "worried well" patients from scene VI. Reassesses Green patients after finishing

				<p>primary triage</p> <p>VII. Reassesses Red and Yellow patients</p> <p>VIII. Calms and reassures patients</p>
End Scenario and Debriefing	11:40	<p>I. All triage must end.</p> <p>II. Facilitator debriefs team on their performance and strengths and weaknesses.</p>		