



Tracking & Reunification of Children in Disasters: A Lesson & Reference for Health Professions

Ten Ideas for Face-to-Face Training

The National Center for Disaster Medicine and Public Health produced an online lesson on responding to an unaccompanied child in a disaster. Authored by Sandy Kimmer, MD, MPH; Brian Altman, PhD; and Kandra Strauss-Riggs, MPH, the online lesson is accredited for continuing education credits for multiple professions. To access the lesson, please visit:

<http://ncdmpm.usuhs.edu/KnowledgeLearning/2012-Learning1.htm>.

The online lesson is designed for a wide range of health professionals and provides:

- An introduction to general response steps when a child, separated from a parent or legal guardian, is encountered in a disaster
- A downloadable reference card, which includes space for recording specific key contacts and tasks for this situation
- Cases to apply learning in various scenarios.

This document offers ideas for how the online lesson could serve as the basis of face-to-face training for groups of health professionals within organizations, at professional meetings, or in academic classrooms. If continuing education credits are desired for the face-to-face training session, training organizers are encouraged to work with their continuing education provider, profession, or institution.

The educational ideas below should be considered in light of the context in which the face-to-face training will be taking place:

- who will be the learners in attendance?
- what health professions will be represented?
- will the learners represent one or many organizations?
- how many attendees are likely?
- how much time is available?
- how familiar are the learners likely to be with the topic?

Trainers are encouraged to combine one or more of the ideas below or to customize them as appropriate for their context.

1. Encourage staff or colleagues to complete the online lesson and then lead an informal discussion afterwards. Discuss how the material presented in the online lesson applies in the learners' profession(s), institution(s), and/or location(s).
2. Discuss the challenges of reunification of children with parents or legal guardians in disasters. How might this manifest in different scenarios?
3. Discuss the role(s) the learners would play regarding tracking and reunification of children in disasters. Consider how the information on the reference card applies to their setting(s).
4. Complete the reference card as a group, discussing key contacts in the learners' location(s) for tracking and reunification of children in a disaster.
5. Discuss one or more of the cases presented in the online lesson as a group. How would the case scenario be addressed by the learners in the room, given their profession(s), institution(s), and location(s)?
6. Adapt one or more of the cases presented in the online lesson for the learners' profession(s), institution(s) and location(s). Examine the case(s) as a group.
7. Review your institutional emergency preparedness plan. How is tracking and reunification of children in disasters addressed? Complete the reference card based on guidance from your institution's plan.
8. Incorporate the reference card and/or the case scenarios from the online lesson into your institution's existing preparedness exercises and other activities.
9. Bring multiple professions and partner organizations together for a discussion of roles in tracking and reunification of children in disasters.
10. Select one or more of the works cited in the online lesson for reading and discussion.

The NCDMPH serves as the Nation's academic center of excellence for education, training, and educational research in disaster medicine and public health preparedness

The National Center for Disaster Medicine and Public Health
Questions, comments, suggestions, please email: ncdmph@gmail.com