

NCDMPH Webinar

May 19, 2015

1:00 pm ET

#DisasterLearning



NCDMPH

National Center for Disaster Medicine & Public Health

Reinventing the Conference Poster: Increasing Learning, Interaction, and Discussion

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Core Competencies for Disaster Medicine & Public Health

- The following presentation describes an academic poster strategy that can be used to support competency based learning or practice in disaster health.
- For more information on core competencies in disaster health see the article, “Core Competencies for Disaster Medicine and Public Health.”*

**Citation: Walsh L, Subbaro I, Gebbie K, et al. Core competencies for disaster medicine and public health. Disaster Med Public Health Prep. Mar 2012; 6 (1) 44-52.*





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a center of the:



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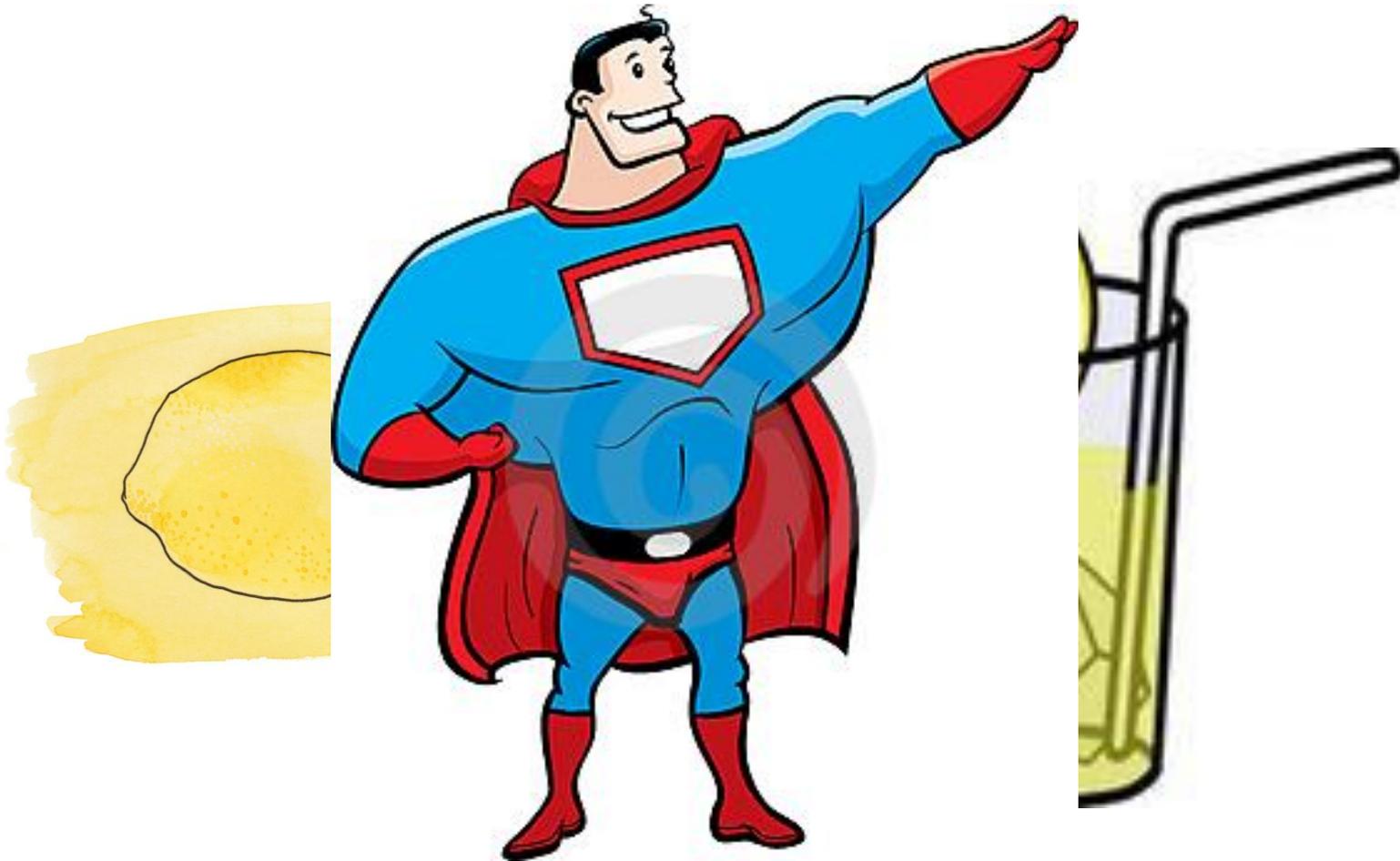
Mission

Lead Federal and coordinate national efforts to develop and propagate core curricula, education, training and research in all-hazards disaster health.

Vision

A Nation of resilient communities with a competent health workforce prepared to respond and mitigate all-hazards disasters.

The “Origin Story”





Imagine This!

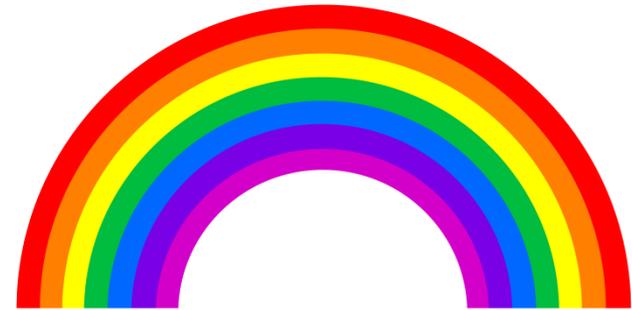
A poster presentation that:

- Elicits 50+ conversations
- Creates collaborative energy
- Generates repeat visits from attendees
- Enhances learning through attendee participation and discussion

Innovative Poster Elements



- Large format
- Vibrant colors
- Interactive questions
- Continuum of options
- Sticky notes (optional)
- Pins





The First Version: Format Preferences

In What Ways Should We Deliver Essential Disaster Health Learning Content?: An Interactive Discussion

Brian A. Altman, PhD; Kelly H. Gulley, BA

What delivery formats best assist learning for disaster health professionals individually and in organizations?

Poster Objectives

1. Describe a range of formats for disaster health education and training product delivery.
2. Compare delivery options for appropriateness in particular learning and practice settings.
3. Discuss strategies for providing resources to educators who teach disaster health professionals.

Delivery Format Considerations

- Learner or educator focused
- Learner target audience
 - Prior knowledge and experience
 - Individuals or groups
 - Roles
- Training requirements
- Time available
- Cost
- Scope of learning
- Available technology and expertise
- Timing (i.e. before a disaster or just-in-time)
- Assessment of learner knowledge and skill

*Which learning delivery formats do you prefer?
Tell us! Place a pin in your top three preferred formats as a learner or educator.*

Quick Reference Learning Resources

Delivery Format Continuum

In-depth Learning Resources

Pocket Card	Webpage of Resources	Knowledge Check	Journal Article	Webinar	Primer	Online Lesson	Curriculum Recommendations	Workshop	Full Curriculum
Quick, easy reference for just-in-time learning.	Lists of resources for self-directed, quick review or in-depth study focused on: -disaster events -core competencies -disaster health learning -news updates	Web-based learner self assessment on a specific topic with links for in-depth learning.	Self-directed and targeted learning.	Guided, topic-focused learning with synchronous interaction and archived for later review and reference.	Chapter length resource for self-directed and targeted learning.	Self-directed online lesson with ideas for face-to-face training.	Curriculum recommendations for educators including topics, learning objectives, and resources, which can be selected and tailored for audience and setting.	Face-to-face learning over a multi-day event including posters, presentations, and networking.	Guided, prescriptive curriculum for educators to deliver targeted learning.
Learner Focused	Learner and Educator Focused	Learner Focused	Learner and Educator Focused	Learner and Educator Focused	Learner and Educator Focused	Learner and Educator Focused	Educator Focused	Learner and Educator Focused	Educator Focused

What delivery formats best assist educators in crafting learning content and activities for their learners?

The National Center for Disaster Medicine and Public Health (NCDMPH) serves as the Nation's academic center of excellence for education, training, and educational research in disaster medicine and public health preparedness.

Visit the NCDMPH website for products spanning the delivery format continuum for learners and educators in disaster medicine and public health.

<http://ncdmp.usuhs.edu/>

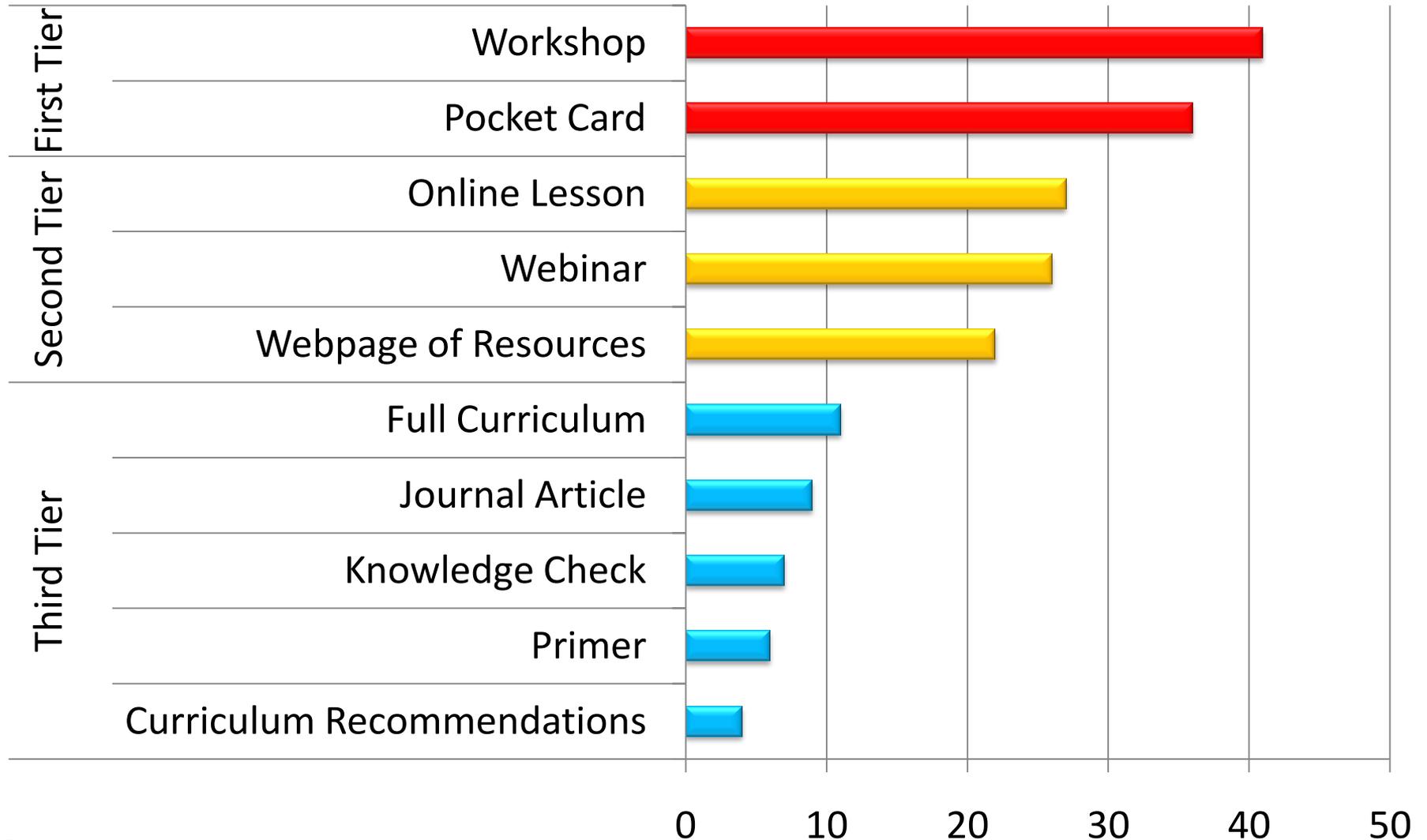
How do we deliver content in a format that is practical, useful and timely?

The views expressed are those of the authors and do not reflect the official policy or position of the USUHS, The Department of Defense or the United States Government. 2014 Preparedness Summit, Atlanta, Georgia

Size: 3.5 ft X 7 ft



Pin Totals: Format Preferences



The Second Version: Training Topic and Format Preferences



Translating Research to Practice: Producing Preparedness Learning Content

Kelly H. Gulley, BA; Hillary A. Craddock, MPH

Which training topic is most needed in your healthcare coalition?

Tell us!

Place one pin in your most needed topic.

Research with Healthcare Coalitions

Specific Aims of the Study: Healthcare coalitions as a potential vehicle for disaster health education and training

- Examine advantages of using the HCC structure for education and training
- Determine best practices for delivering educational content
- Identify challenges to implementation of core disaster health training
- Investigate opportunities for improved education and training

Semi-structured interviews were conducted with the leaders of healthcare coalitions in nine states (CA, CO, KS, KY, MA, MI, MN, TX, and WA). These interviews identified successes and challenges of delivering educational content through coalition structure, and the training topics most needed by the coalitions interviewed (listed in the box below).

How do we deliver training topics that are relevant and timely for healthcare coalitions?

Training Topics

Building Effective Exercises

Chemical, Biological, Radiological, Nuclear, and Explosives (CBRNE)

Communication (Internal and External)

Your Topic Idea

(Do you have another topic to add? Post it here with a sticky note!)

Coroner and Mortuary Services

Mass Casualty Incidents and Building Surge Capacity

Stakeholder Engagement

CBRNE

COOP

Quick Reference Learning Resources

Delivery Format Continuum

In-depth Learning Resources



What delivery formats best assist learning for healthcare coalitions and their members individually and in groups?

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Visit the NCDMPH website for our peer-reviewed journal articles related to healthcare coalitions, as well as products spanning the delivery format continuum for learners and educators in disaster medicine and public health.



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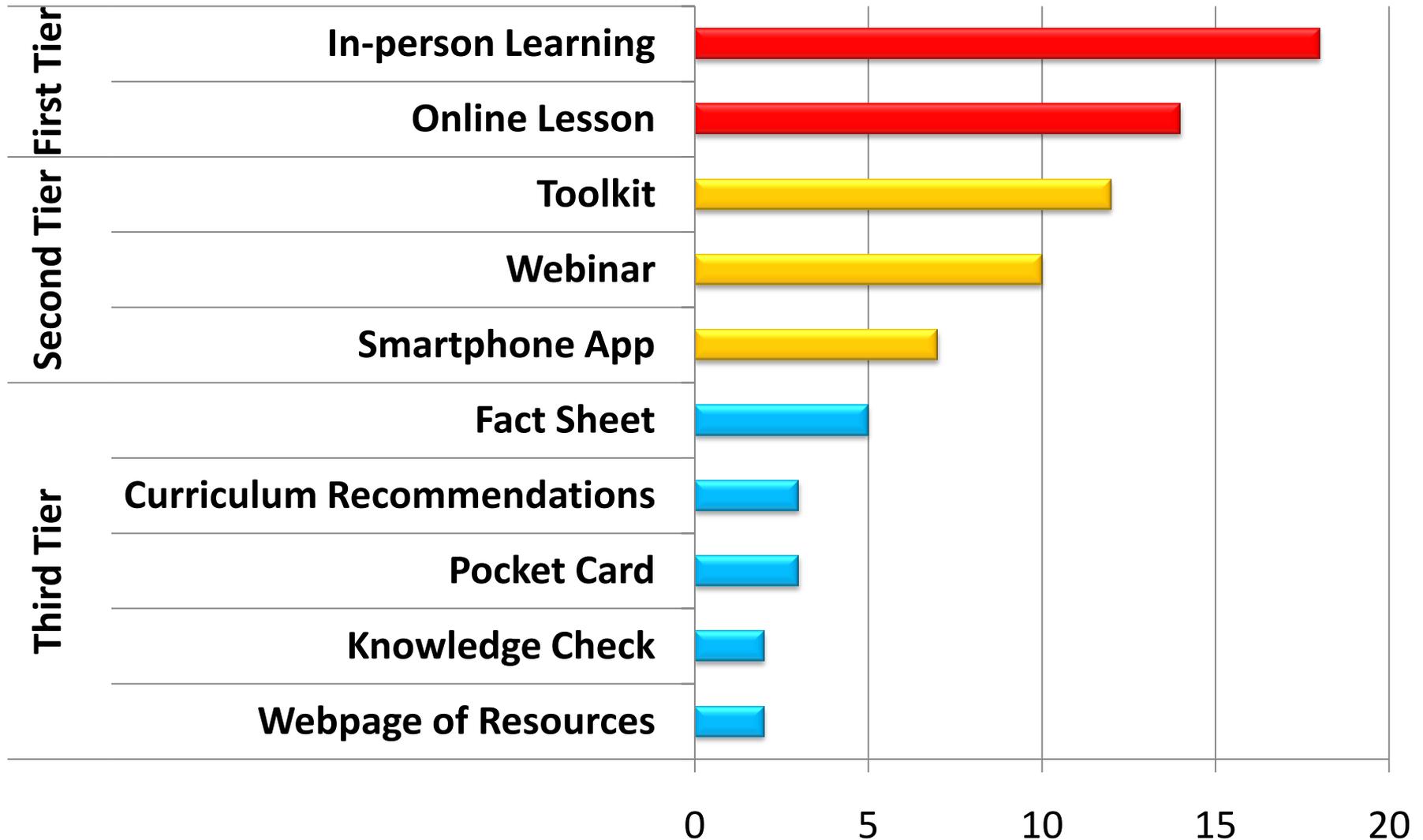


Which learning delivery formats do you prefer?

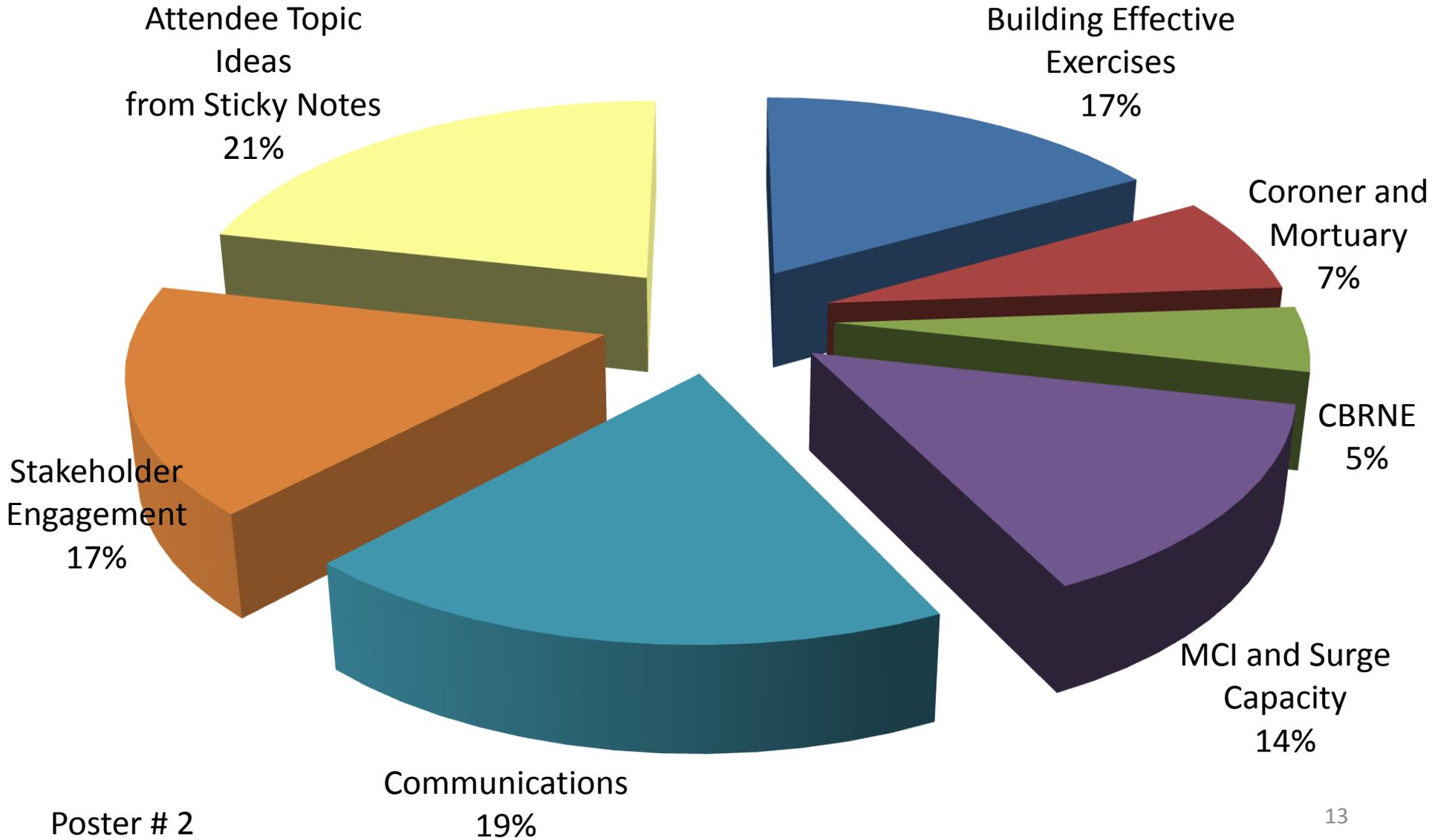
Tell us!

Place a pin in your top three preferred formats as a learner or educator.

Pin Totals: Format Preferences



Pin Totals: Topic Preferences



Attendee Topic Ideas from Sticky Notes:

- Continuity of Operations Planning
 - Earthquake
 - Recovery
- Resource Allocation Decision Tree
- Operational Level Decision Making
- Plan Validation with Respect to Adaptive Capacities
 - Incident Command Structure
- Emergency Operations Center Training (esp. for hospitals)
- Vulnerable Populations (homeless, elderly, disabled)



The Third Version

When and How Often Should We Deliver Essential Disaster Health Learning Content?: An Interactive Discussion

Brian A. Altman, PhD; Kelly H. Gulley, BA

How often should disaster health learning take place?
Tell us! Place a pin in your ideal learning frequency.

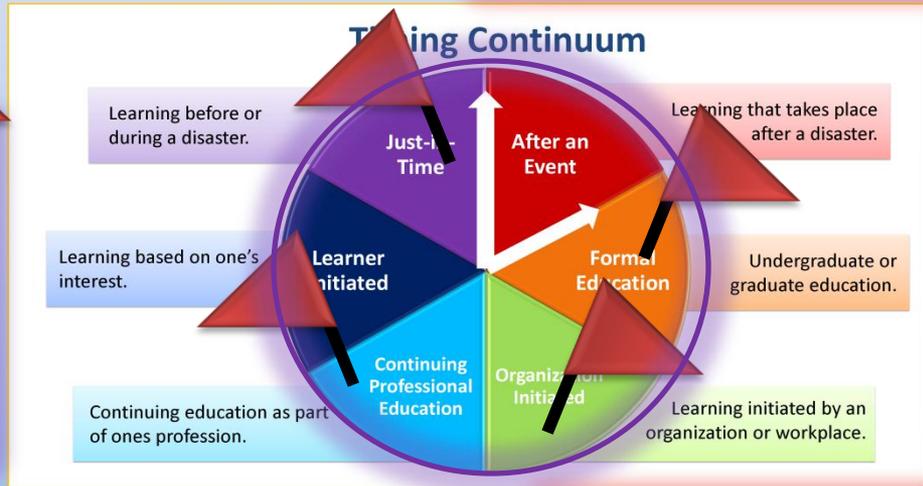
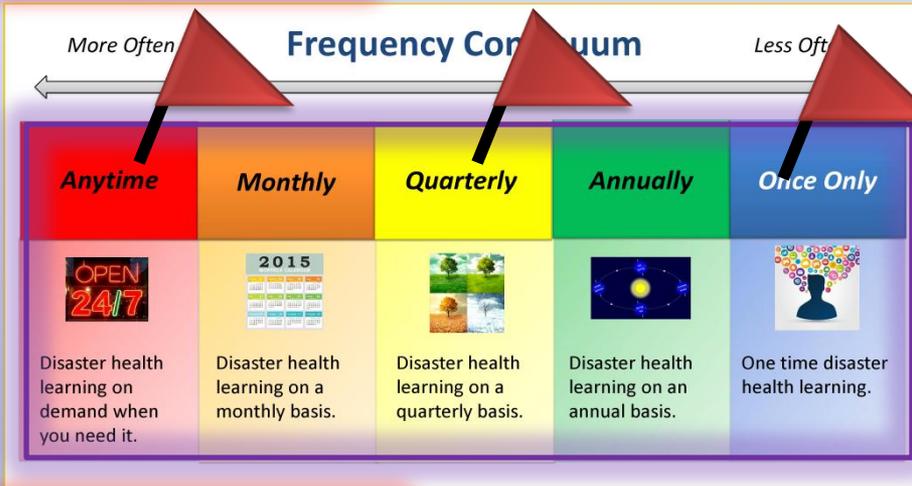
Poster Objectives

1. Discuss options for the timing and frequency of disaster health learning.
2. List factors which influence the timing and frequency of disaster health learning.

Frequency and Timing Considerations

- the topic itself
- the resources available
- the time available
- the needs of individual learners
- the requirements of organizations

When do you prefer to engage in disaster health learning?
Tell us! Place a pin in your ideal learning time.



How often you prefer to engage in disaster health learning?
Tell us! Place a pin in your ideal learning frequency.

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Visit the NCDMPH website for products spanning the frequency and timing continua for learners and educators in disaster medicine and public health.



<http://ncdmpu.usuhs.edu/>

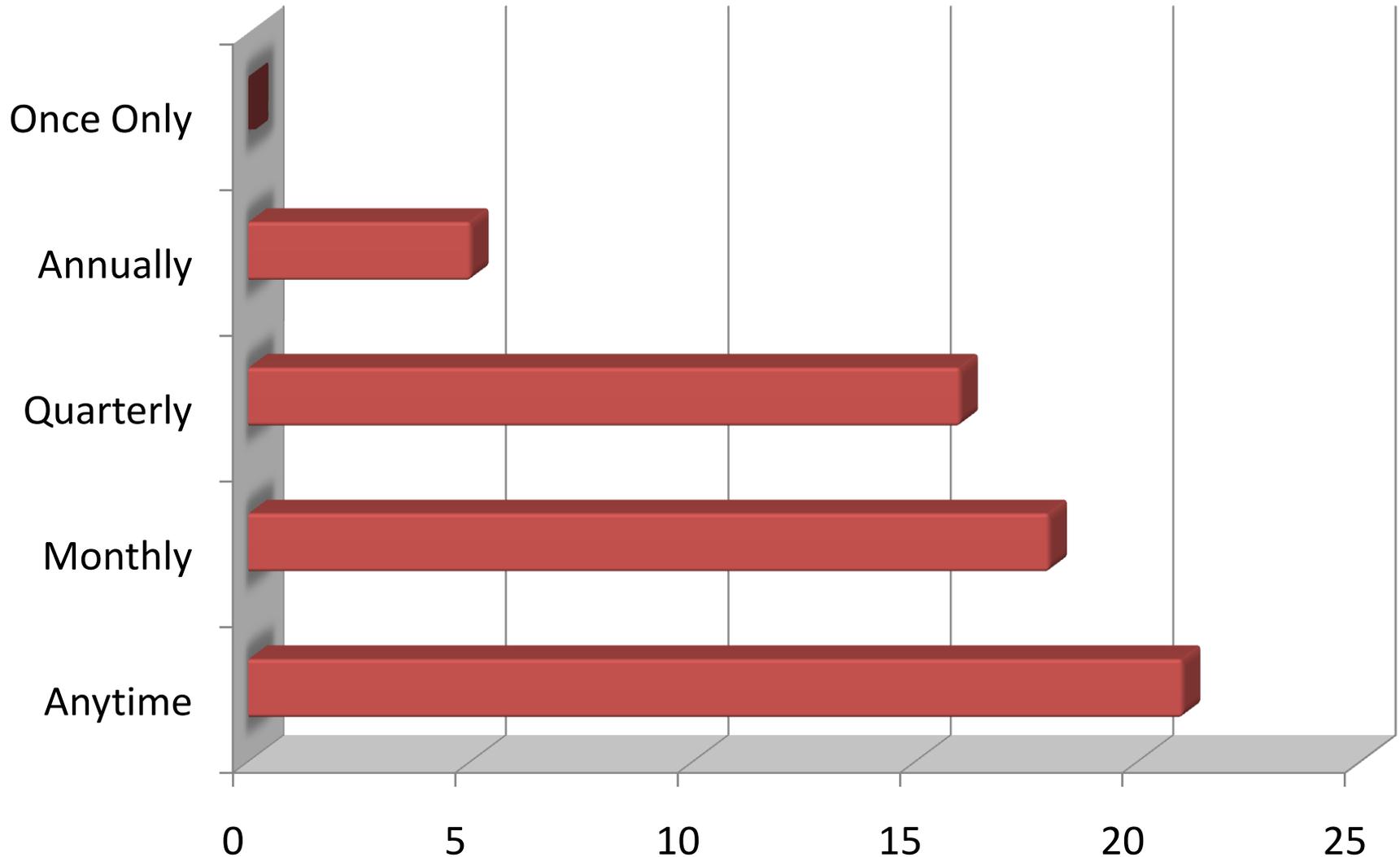


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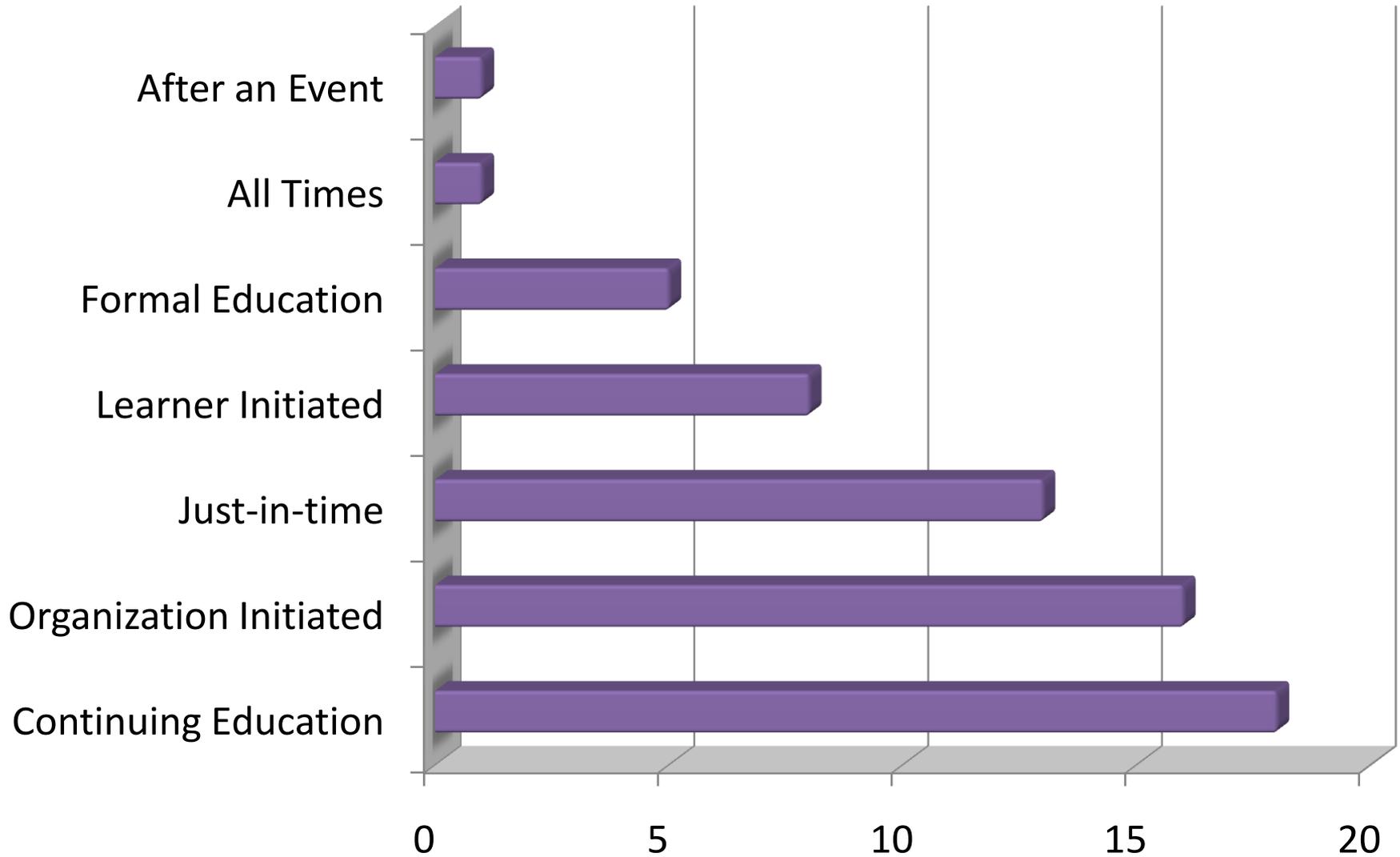
When should disaster health learning take place?

Size: 3.5 ft X 7 ft

Pin Totals: Frequency Preference



Pin Totals: Time Preference





Benefits

- In-depth interaction with attendees
- Follow-up conversations
- Feedback on topics presented
- Marketing for your institution
- Fun for presenters and attendees

Learning Benefits

- Learning oriented conversations among attendees and presenters
- Attendees think aloud about where to place pins, discuss with other attendees, ask questions, and engage with the material to promote meaningful learning*

*Novak, JD. *Learning, Creating, and Using Knowledge*. 2nd ed. New York, NY:Routledge;2010.

Apply this to your work!

Step One

- Create your poster using PowerPoint



We are happy to email you any or all of the posters presented today so you can draw upon them for your work.

kelly.gulley.ctr@usuhs.edu

Apply this to your work!

Step Two

- Think of questions you want to ask conference attendees

*How often should
disaster health
learning take place?*

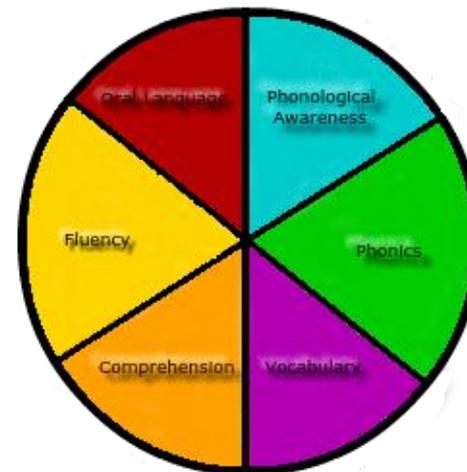
*When do you prefer to
engage in disaster health
learning?
Tell us! Place a pin in your
ideal learning time.*

- Put them in call out boxes around your main content
- Keep text to a minimum

Apply this to your work!

Step Three

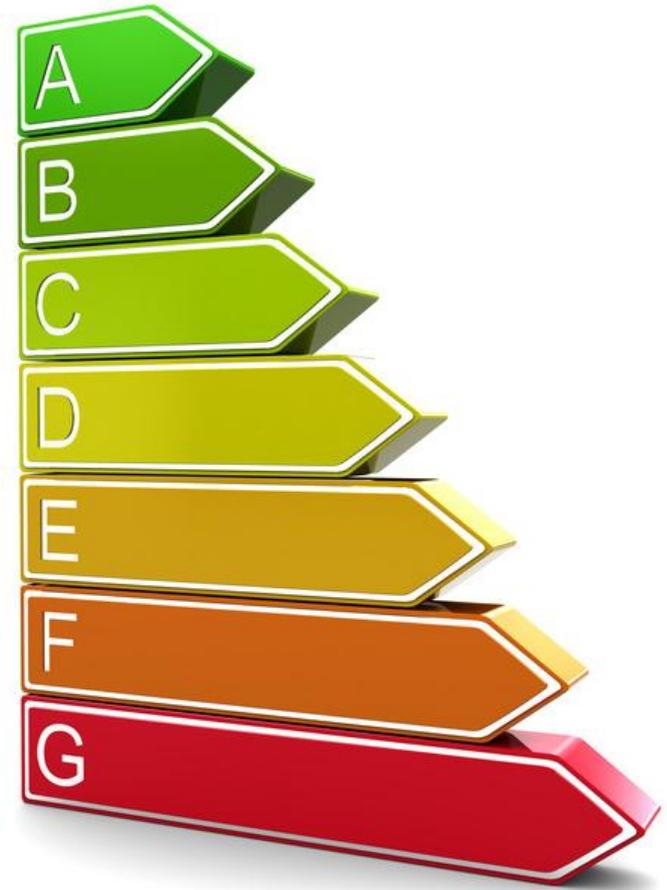
- Create a continuum or a range of choices applicable to your questions (step two)
 - Make it colorful!
 - Possible continuum shapes:
linear, circular, wave, pyramid, matrix, check



Apply this to your work!

Step Four

- Identify and describe options for your continuum (step three)
 - Use short phrases to describe each option
 - Add in clip art for visual appeal
 - Keep text to a minimum



Apply this to your work!

Step Five

- Add in project or institutional specific details as necessary



Apply this to your work!

Step Six

- At the event, encourage attendees to approach your poster using phrases like:
 - *Would you like to put a pin in our poster?*
- Engage attendees in discussion about the questions, continuum, and their preferences.
- Promote learning by inviting attendees to consider the poster based on the following factors:
 - work setting
 - prior experiences



Tell us how this method works for you!



Email or call us with interactive poster
success stories!

We love to hear from others about the great work they do!



Please contact Kelly Gulley
via email at
kelly.gulley.ctr@usuhs.edu



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Thank you!

Please visit the NCDMPH Website
for more disaster health related education and training materials:

<http://ncdmph.usuhs.edu/>

Questions? Please contact:

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(240) 833 – 4431

PDF's of the posters can be found here:
<http://ncdmph.usuhs.edu/ResourceReports/RR2012.htm#rr05>