NCDMPH
National Center for Disaster Medicine & Public Health

UNIFORMED SERVICES UNIVERSITY
of the Health Sciences

Curriculum Recommendations for Disaster Health Professionals
The Pediatric Population

Authors
Heather L. Johnson, Lt Col, USAF, NC, DNP, FNP-BC, FAANP
Catherine G. Ling, PhD, FNP-BC
Kelly H. Gulley

Target Audience: Educators and trainers working with health professionals
Purpose: To plan education and training activities on pediatric issues in disaster health

Introduction

This peer-reviewed set of pediatric-focused curricular recommendations is a reference tool developed to aid in disaster education and training for health professionals. Educators, program directors, and curriculum developers can use this resource for planning education and training on pediatric issues in disaster health for a wide range of health professionals. These recommendations align and organize competencies and resources to give educators and institutions the tools to tailor curriculum and course offerings to meet learners' needs. The needs are determined by the skill and knowledge sets (or competencies) that health professionals are expected to have by experts and communities. Hundreds of core competencies for health care providers have been developed in disaster education and endorsed by a variety of academic institutions and organizations.[1] However, there is a need to link these competencies with clear, concise and dynamic curricular planning and learning materials. Linking these elements translates expert and evidenced based recommendations into instruction, training and community/clinical practice.

The pediatric population is especially vulnerable during disasters and the need to focus disaster education on children is critical. The National Commission on Children and Disasters noted serious deficiencies in the care of children in disasters where, "…children were more often an afterthought than a priority."[2(iii)] The commission called for "a cohesive set of national goals and priorities" for children.[2(iv)] In response to that call, the National Center for Disaster Medicine & Public Health (NCDMPH) held a conference in 2011 to specifically address Pediatric Disaster Preparedness education.[3] The NCDMPH leads federal efforts to develop and disseminate standardized core curricula, educational competencies, training materials and resources. The 2011 conference identified critical topics that need to be addressed by academic and training programs in order to best prepare a multi-disciplinary health care workforce to care for children. These curriculum recommendations use competencies identified with those critical topics.

The Curriculum Recommendations for disaster health professionals to care for pediatric populations are organized according to what health professionals are expected to know in order

to best care for children in a disaster (competencies) and when the professionals would need to use these competencies (phase of disaster response). The phases of the disaster response are mitigation, preparedness, response, and recovery. Health care responders and community workers of all skill and education levels need to understand all of the phases of a disaster to optimize response. The *Core Competencies for Disaster Medicine & Public Health* (Table 1) with the associated critical pediatric components from the *Pediatric Disaster Preparedness Curriculum Development Conference Report* are the foundational expectations that these curriculum recommendations address.[3,4] The curricular recommendations weave these competencies and critical topics within a framework of an adapted model for disaster response.[5]

Table 1: Core Competencies for Disaster Medicine & Public Health[4]
1.0 Demonstrate personal and family preparedness for disasters and public health emergencies
2.0 Demonstrate knowledge of one's expected role(s) in organizational and community response plans activated during a disaster or public health emergency
3.0 Demonstrate situational awareness of actual/potential health hazards before, during, and after a disaster or public health emergency
4.0 Communicate effectively with others in a disaster or public health emergency
5.0 Demonstrate knowledge of personal safety measures that can be implemented in a disaster or public health emergency
6.0 Demonstrate knowledge of surge capacity assets, consistent with one's role in organizational, agency, and/or community response plans
7.0 Demonstrate knowledge of principles and practices for the clinical management of all ages and populations affected by disasters and public health emergencies, in accordance with professional scope of practice
8.0 Demonstrate knowledge of public health principles and practices for the management of all ages and populations affected by disasters and public health emergencies
9.0 Demonstrate knowledge of ethical principles to protect the health and safety of all ages, populations, and communities affected by a disaster or public health emergency
10.0 Demonstrate knowledge of legal principles to protect the health and safety of all ages, populations, and communities affected by a disaster or public health emergency
11.0 Demonstrate knowledge of short- and long-term considerations for recovery of all ages, populations, and communities affected by a disaster or public health emergency

Instruction & Explanation

This curriculum recommendations document has three tools to aid educators in tailoring disaster education for the care of the pediatric population:
- [Design Process Diagram](#) (Figure 1)
- [Topical Overview](#), and the
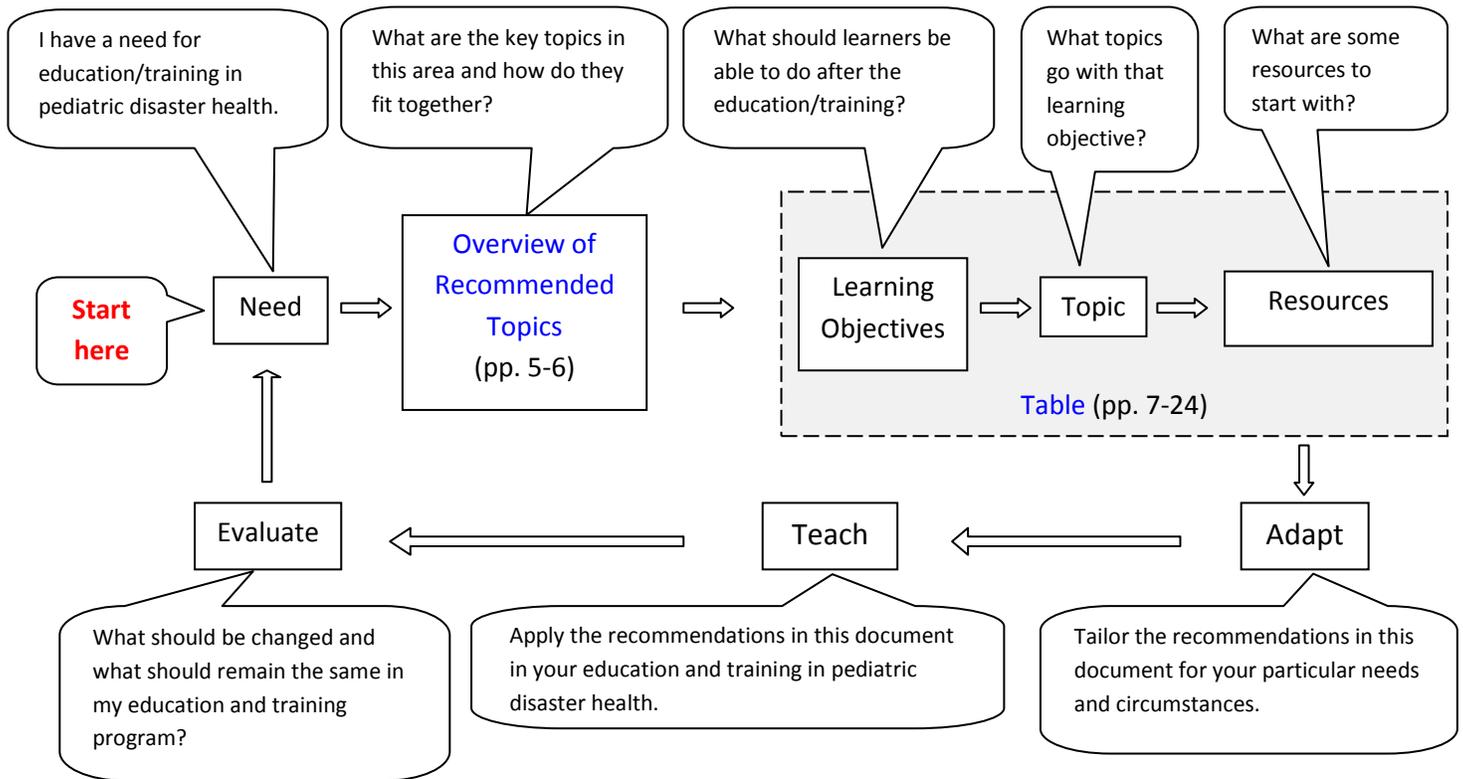- [Learning Objective and Resource Table](#) (Table 2)

The Design Process Diagram gives educators a step-by-step process for tailoring courses for their learners. The Topical Overview gives a summary of the recommended topics for pediatric disaster education. This overview is organized according to phases in an adapted model of disaster response. It defines the broad topic areas and has embedded links to the Learning Objective and Resource Table. This table has recommended and detailed learning objectives and resources and is organized by disaster phase and topic area.

The Learning Objective and Resource Table provide learning objectives in the left-hand column. Core competencies associated with each learning objective are in brackets. The middle column lists topics which the educator may wish to include in teaching related to the learning objective. The educator can select those topics which are appropriate for the learners involved.

The third column of the Learning Objective and Resource Table contains learning resources for each learning objective. The resources include: templates, guidelines, references to journal articles, tool kits, etc. The resource list is dynamic and is constantly being revised and updated. It is not an exclusive list but a foundational starting point. The resources also differ in degree of complexity and depth needed to accommodate the varying learning needs of experts and novices in disaster health. Resources in the table are ordered within each row, with free, trusted, federal resources first, then federal or university center resources, then trusted national association resources, and finally articles from scholarly journals and books/book chapters.

The information found in this document is not a prescriptive curriculum, but rather a set of recommendations. Educators can tailor these recommendations for their particular needs and circumstances, selecting those learning objectives, topics, and resources which are appropriate for their learners' needs, and the scope of their education and training programs.

Figure 1: Design Process Diagram

I have a need for education/training in pediatric disaster health.

What are the key topics in this area and how do they fit together?

What should learners be able to do after the education/training?

What topics go with that learning objective?

What are some resources to start with?

Start here

Need

Overview of Recommended Topics (pp. 5-6)

Learning Objectives

Topic

Resources

Table (pp. 7-24)

Evaluate

Teach

Adapt

What should be changed and what should remain the same in my education and training program?

Apply the recommendations in this document in your education and training in pediatric disaster health.

Tailor the recommendations in this document for your particular needs and circumstances.

Overview of Recommended Pediatric Disaster Education Topics

1. Disaster Cycle Phase: Mitigation

   a. Primary Concept: Decrease or eliminate long-term risk to people and property

2. Disaster Cycle Phase: Preparedness

   a. Primary Concepts: Personal, physical, professional, and psychological preparedness; Clinical and Operational Competency

      i. Personal, physical, professional, and psychological preparedness - Preparing oneself and ones' family for the possibility of responding to a disaster and/or living and working in austere conditions.

         For example: Preparing one's family for disaster in one's own community, ensuring finances are in order and care for the family has been arranged in advance of anticipated departure for disaster response, physical fitness in preparation for hard, physical labor and working long hours with very little sleep, confirming that professional credentials are in order and easily accessible and that appropriate disaster training has been completed, preparation to face the reality of seeing children who are seriously injured or killed, ability to remain flexible while facing confusion and rapidly changing mission and conditions

      ii. Clinical Competency - Developing role-specific technical proficiency, and establishing strong assessment and management skills for large numbers of casualties independent of technology.

      iii. Operational Competency - Collective training to ensure smooth transition and integration into a group providing disaster care as a well-choreographed team with a recognizable chain of command; includes understanding and development of role-specific leadership and administrative skills and individual role in the mission.

3. Disaster Cycle Phase: Response (Location specific training)

   a. Primary Concepts: Command, control, communication, and authority; Mission, vision, scope and role; Personal safety and security; Triage protocols

      i. Command, control, communication and authority - The quality of the disaster response is the focus and hinges on a smooth transition to the disaster role and swiftly implementing disaster response plans and establishing command, control, communication and lines of authority under the Incident Command System (ICS).

      ii. Mission, vision, scope and role - Healthcare providers must understand the overarching mission of the disaster response, as well as the mission, vision and scope of the organization they are working in and how their specific role supports this mission. The organization must be able to operate with minimal external support as logistical support will be unavailable.

      iii. <u>Personal safety and security</u> - Safe shelter, food and water are essential not only for the victims of the disaster, but for the responders. Responders who are not cognizant of their own personal safety, security and health will impede the mission. Security of the workplace is also imperative for fulfilling the mission.

      iv. <u>Triage protocols based on individual roles/responsibilities</u> - Triage during the response refers not only to sorting pediatric patients by clinical impression, but knowing the local pediatric receiving facilities and transportation capabilities and communication and coordination to secure these resources.

4. <u>Disaster Cycle Phase: Recovery/Reconstruction/Evaluation</u>

    a. Primary Concepts: Culturally competent care; Logistical support; Care for the caregiver/compassion fatigue; After-action reporting

      i. <u>Culturally competent care</u> - During the long-term recovery process, caregivers must adapt the response based on the local resources, needs and beliefs of the local pediatric population. Many refer to this as providing culturally competent care.

      ii. <u>Logistical support</u> - Establishing means for replenishing supplies, cleaning and repairing the facility and equipment are the priority as caregivers prepare for additional surges of injuries and subsequent public health crises in the aftermath of the disaster.

      iii. <u>Care for the caregiver/compassion fatigue</u> - Responders must be able to recognize their own stress reactions and limitations and provide for their own personal physical and psychological rest, healthy outlets for stress, and follow-up care.

      iv. <u>After-action reporting</u> - Recognition of responders for their time and performance is an excellent way to open the door for discussion of the disaster response. After-action reporting offers an opportunity to provide feedback for the disaster response plan as well as making recommendations for additional training.

Table 2: Recommended Learning Objectives and Resources

1. Disaster Cycle Phase: Mitigation		
1.a. Decrease or eliminate long-term risk to people and property		
Learning Objective	**Topics**	**Resources**
At the end of this unit the learner will: Describe mitigation and how mitigation strategies impact health. [Core Competency 5, 11]	Mitigation Health Infrastructure Health Vulnerability Assessment	What is mitigation? Federal Emergency Management Administration Web site. http://www.fema.gov/what-mitigation. Mitigation: Fact sheets. Federal Emergency Management Administration Web site. http://www.fema.gov/what-mitigation/mitigation-fact-sheets. PEDPrepared. Emergency Medical Services for Children National Resource Center Web site. http://www.emscresources.org/pedprepared/. – *search using the key word 'mitigation'* The CDC/ATSDR public health vulnerability mapping system: Using a geographic information system for depicting human vulnerability to environmental emergencies. Agency for Toxic Substances and Disease Registry and the Center for Disease Control and Prevention Web site. http://tinyurl.com/l7af8pa.
2. Disaster Cycle Phase: Preparedness		
2.a.i. Personal, physical, professional and psychological preparedness		
Learning Objective	**Topics**	**Resources**
At the end of this unit the learner will: Discuss and apply general and specific aspects of safety and self-care based on type of disaster or public health emergencies [Core Competency 1, 3]	Safety Professional and Personal Self-care Personal, Family and Financial Preparation for Individuals Participating in Disasters and Emergencies Health Vulnerability Assessment	**Personal & Physical Preparedness** Ready: Prepare, Plan, Stay informed. Kids. Federal Emergency Management Agency Web site. U.S. Department of Homeland Security. www.ready.gov/kids. Parents and teachers. Federal Emergency Management Agency Web site. U.S. Department of Homeland Security. http://www.ready.gov/kids/parents-teachers. Emergency preparedness and you. Centers for Disease Control and Prevention Web site. http://emergency.cdc.gov/preparedness/. Health recommendations for relief workers responding to disasters. Centers for Disease Control and Prevention Web site. http://wwwnc.cdc.gov/travel/page/relief-workers.htm. The CDC/ATSDR public health vulnerability mapping system: Using a geographic information system for depicting human vulnerability to environmental emergencies. Agency

for Toxic Substances and Disease Registry and the Center for Disease Control and Prevention Web site. http://tinyurl.com/l7af8pa.

Family readiness kit: Preparing to handle for disasters. American Academy of Pediatrics Web site. http://tinyurl.com/lj496bq.

Save the children's U.S. programs school and child care check list. Save the Children's Web site. http://tinyurl.com/ljfwqgv.

Staying safe: Protecting yourself and your growing baby. March of Dimes Web site. http://www.marchofdimes.com/pregnancy/stayingsafe.html.

Your family disaster supplies kit. American Red Cross and Federal Emergency Management Agency web site. www2.aap.org/sections/uniformedservices/familydisastersupplykit.pdf.

Shift work: Managing the challenges of disrupted sleep patterns and extended duty hours. Center for the Study of Traumatic Stress Web site. http://tinyurl.com/k9ewln9 /.

Chaffee M. Willingness of healthcare personnel to work in a disaster: An integrative review of the literature. Disaster Med Public Health Prep. 2009 Mar;3(1):42-56. doi: 10.1097/DMP.0b013e31818e8934. http://www.dmphp.org/cgi/content/short/3/1/42.

Landahl M, Cox C. Beyond the plan: Individual responder and family preparedness in the resilient organization. *Homeland Security Affairs.* 2009;5(3). http://www.hsaj.org/?article=5.3.4.

Professional Preparedness:

National Incident Management System (NIMS). Federal Emergency Management Agency Web site. http://www.fema.gov/national-incident-management-system.

Incident Command System (ICS). Federal Emergency Management Agency Web site. http://www.fema.gov/incident-command-system.

Incident Command System (ICS) Trainings 100, 200 and 700. Federal Emergency Management Agency Web site. http://www.fema.gov/incident-command-system#item7.

Emergency preparedness and response. Centers for Disease Control and Prevention Web site. http://www.bt.cdc.gov/.

<table>
<tr>
<td></td>
<td></td>
<td>

Disaster Information Management Research Center (DIMRC). National Library of Medicine Web site. http://sis.nlm.nih.gov/dimrc.html.

Trainings. Training and Education Collaborative System - Preparedness and Emergency Response Learning Center (TECS-PERLC) Web site. http://tecsperlc.org/trainings/.

Children & disasters: Disaster preparedness to meet children's needs. Strategic plan for disaster preparedness. American Academy of Pediatrics Web site. http://tinyurl.com/bea59wa.

How midwives can prepare their practices for disaster. American College of Nurse-Midwives Web site. http://www.midwife.org/How-Midwives-Can-Prepare-their-Practices-for-Disaster.

Checklist: Guidelines for care of children in the emergency department. American Academy of Pediatrics Web site. http://tinyurl.com/kxmdqjs.

American Academy of Pediatrics Committee on Pediatric Emergency Medicine, Frush K. Preparation for emergencies in the offices of pediatricians and pediatric primary care providers. *Pediatrics*. 2007 Jul;120(1):200-12. PubMed PMID: 17606580. http://pediatrics.aappublications.org/content/120/1/200.full.pdf.

Rosenbaum, S., Harty, M. B., & Sheer, J. (2008). State laws extending comprehensive legal liability protections for professional health-care volunteers during public health emergencies. *Public Health Reports, 123*(2), 238-241. http://tinyurl.com/lunuyz5.

Chapter 32: Unique needs of children during disasters. In: Veneema T G, ed. *Disaster Nursing & Emergency Preparedness*. 3rd edition. New York, NY: Springer Publishing; 2013:543-582.

Chapter 33: Disaster nursing in schools and other community child care centers. In: Veneema T G, ed. *Disaster Nursing & Emergency Preparedness*. 3rd edition. New York, NY: Springer Publishing; 2013:583-614.

</td>
</tr>
<tr>
<td>

At the end of this unit the learner will:

Distinguish and illustrate aspects of psychological first aid and care for the caregiver when caring for children within the disaster or emergency context [Core Competency 1,3]

</td>
<td>

Psychological First Aid

Care for the Caregiver

Referrals

PTSD Identification

Interventions

</td>
<td>

Psychological Preparedness:

Traumatic incident stress. Centers for Disease Control and Prevention Web site. http://www.cdc.gov/niosh/topics/traumaticincident/.

Sustaining caregiving and psychological well-being while caring for disaster victims. Center for the Study of Traumatic Stress Web site. http://tinyurl.com/lqfpa3s.

</td>
</tr>
</table>

	Treatments: PTSD tx Supportive tx Psychopharmacology	Courage to care: Psychological first aid. Center for the Study of Traumatic Stress Web site. http://www.cstsonline.org/courage-to-care-psychological-first-aid/. Listen, protect, and connect: Psychological first aid for children and parents. Federal Emergency Management Agency Web site. U.S. Department of Homeland Security. http://www.ready.gov/sites/default/files/documents/files/PFA_Parents.pdf. The debriefing debate. Center for the Study of Traumatic Stress Web site. http://www.cstsonline.org/debriefing-debate/. Grief leadership: Leadership in the wake of tragedy. Center for the Study of Traumatic Stress Web site. http://www.cstsonline.org/grief-leadership-leadership-in-the-wake-of-tragedy/. Information for relief workers on emotional reactions to human bodies in mass death. Center for the Study of Traumatic Stress Web site. http://tinyurl.com/m5sugn4. Psychological First Aid: How you can support well-being. Center for the Study of Traumatic Stress Web site. http://www.cstsonline.org/psychological-first-aid/. Pediatric specialties and programs: National Center for School Crisis and Bereavement. St. Christopher's Hospital for Children Web site. http://tinyurl.com/kjp5ru2.

2.a.ii. Clinical Competency

Learning Objective	Topics	Resources
At the end of this unit the learner will: Demonstrate readiness to quickly assess and manage large numbers of pediatric casualties according to current scope of practice, ethical and crisis standards of care [Core Competency 7, 8, 9, 10]	Decontamination Treatment Recovery	The health consequences of disasters and evacuation. Center for the Study of Traumatic Stress Web site. http://www.cstsonline.org/the-health-consequences-of-disasters-and-evacuation/. Crisis standards of care: A systems framework for catastrophic disaster response. Institute of Medicine of the National Academies Web site. http://tinyurl.com/7zphjvl. Johnson HL, Gaskins SC, & Seibert DC. (2012). Clinical skill & knowledge requirements of healthcare providers caring for children in disaster, humanitarian and civic assistance operations. *Prehosp Disaster Med.* 2013 Feb;28(1):61-8. doi: 10.1017/S1049023X12001550. Epub 2012 Nov 14. http://www.ncbi.nlm.nih.gov/pubmed/23149111.
At the end of this unit the learner will: Discuss and apply general and specific aspects of the triage of pediatric patients in	Crisis Standard of Care Mental Health	SALT Mass Casualty Triage Algorithm (Sort, Assess, Lifesaving Interventions, Treatment/Transport) - Adapted for a Very Large Radiation Emergency. Radiation Emergency Medical Management (REMM). U.S. Department of Health and Human Services Web site. http://www.remm.nlm.gov/salttriage.htm.

| the disaster context [Core Competencies 3, 7, 8, 9, 10] | Ethical Considerations

JumpSTART

SALT

MUPS | SALT mass casualty triage online training. National Disaster Life Support Foundation Web site. http://register.ndlsf.org/mod/page/view.php?id=2056.

Crisis standards of care: A systems framework for catastrophic disaster response. Institute of Medicine of the National Academies Web site. http://tinyurl.com/7zphjvl.

Schreiber M. The PsySTART rapid mental health triage and incident management system. Center for Disaster Medical Sciences Web site. http://www.cdms.uci.edu/pdf/psystart-cdms02142012.pdf.

Helping children and adolescents cope with violence and disasters: What rescue workers can do. National Institute of Mental Health Web site. http://tinyurl.com/mg9jnx7.

The JumpSTART pediatric MCI triage tool and other pediatric disaster and emergency medicine resources JumpStart Web site. http://www.jumpstarttriage.com/.

Simple Triage and Rapid Treatment (START): "The race against time." START Triage Website. http://www.start-triage.com/.

Pediatric disaster triage: Doing the most good for the most patients in the least time. Emergency Medical Services for Children (EMSC) National Resource Center (NRC). http://www.emscnrc.org/EMSC_Resources/CME_Training/Disaster_Triage.aspx

Lerner EB, Schwartz RB, Coule PL, Pirrallo RG. Use of SALT triage in assimilated mass-casualty incident. *Prehosp Emerg Care*. 2010 Jan-Mar;14(1):21-5. doi: 10.3109/10903120903349812. PubMed PMID: 19947863. http://www.ncbi.nlm.nih.gov/pubmed/19947863.

Richardson RD, Engel CC Jr. Evaluation and management of medically unexplained physical symptoms. *Neurologist*. 2004 Jan;10(1):18-30. Review. PubMed PMID: 14720312. http://www.ncbi.nlm.nih.gov/pubmed/14720312.

Barnett DJ, Taylor HA, Hodge JG Jr, Links JM. Resource allocation on the frontlines of public health preparedness and response: report of a summit on legal and ethical issues. *Public Health Rep*. 2009 Mar-Apr;124(2):295-303. PubMed PMID: 19320372; PubMed Central PMCID: PMC2646457. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2646457/. |

		Model uniform core criteria for mass casualty triage. Disaster Med Public Health Prep. 2011 Jun 5(2):125-8. Pubmed. PMID: 21685308. http://www.ncbi.nlm.nih.gov/pubmed/21685308.
At the end of this unit the learner will: Model acute care principles in the care of seriously ill or injured children according to scope of practice, ethical and crisis standards of care [Core Competencies 3, 7, 8, 9, 10]	Shock Trauma PALS/PDLS/ACLS Bereavement Ethics Communication	Public health law: Publications and resources. Centers for Disease Control and Prevention Web site. http://www.cdc.gov/phlp/publications/index.html. Managing traumatic stress: Tips for recovering from disasters and other traumatic events. American Psychological Association Web site. http://tinyurl.com/2dtugbx. Pediatric Advanced Life Support (PALS). American Heart Association Web site. http://tinyurl.com/26hlbva. Advanced Cardiovascular Life Support (ACLS). American Heart Association Web site. http://tinyurl.com/9brwhwl. Pediatric Critical Care Medicine. Society for Critical Care Medicine Journal Web site. http://journals.lww.com/pccmjournal/pages/default.aspx. Talking to children about disasters. American Academy of Pediatrics Web site. http://tinyurl.com/c7htx3n. Pediatric Disaster Life Support (PDLS). University of Massachusetts Medical School Web site. http://www.umassmed.edu/cme/courses/pdls/index.aspx.

| At the end of this unit the learner will:

Administer culturally competent care for children affected by disasters, emergencies and austere conditions [Core Competencies 3, 7, 8, 9, 10] | Cultural Awareness

Cultural Knowledge

Cultural Skill | The Office of Minority Health. U.S. Department of Health and Human Services Web site. http://minorityhealth.hhs.gov/.

Cultural competency. The Office of Minority Health. U.S. Department of Health and Human Services Web site. http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=1&lvlID=3.

People & traditions - tribal preparedness for emergencies and disasters. American Indian Health Web site. http://americanindianhealth.nlm.nih.gov/tribal-prep.html.

Developing culturally competence in disaster mental health programs. U.S. Department of Health and Human Services Web site. Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. http://tinyurl.com/mcvbe6x.

Scott JC. Concept paper: Importance of cultural competency in disaster management. Center for Public Service Communications Web site. http://tinyurl.com/lxwdq5v.

Assuring cultural competence in disaster response. Florida Center for Public Health Preparedness Web site. http://www.fcphp.usf.edu/courses/content/ACC/ACCfinal.pdf. – *Power point Presentation*

Mental/Behavioral health: The role of culture in helping children recover from a disaster. Lake County Network of Care Web site. http://tinyurl.com/mvbb83a.

Culturally competent crisis response: information for school psychologists and crisis teams. National Association of School Psychologists Web site. http://www.nasponline.org/resources/culturalcompetence/cc_crisis.aspx. |

At the end of this unit the learner will: Administer clinically competent care for children affected by disasters, emergencies and austere conditions [Core Competencies 3, 7, 8, 9, 10]	Pediatric disaster considerations for children with specific needs: Life Support Neurological Vision Hearing Behavioral, Mental or Emotional Mobility General education about the etiology and manifestations of disabilities: Physical Disability Sensory Disabilities Emotional/Social Disabilities Learning Disabilities Autism Spectrum Disorders Infant and Child Feeding	Special Populations: Emergency and Disaster Preparedness. U.S. Department of Health and Human Services Outreach Activities and Resources Web site. http://sis.nlm.nih.gov/outreach/specialpopulationsanddisasters.html. Emergency information forms and emergency preparedness for children with special health care needs. American Academy of Pediatrics Website. http://pediatrics.aappublications.org/content/125/4/829.full. Infant nutrition during a disaster: Breastfeeding and other options. American Academy of Pediatrics Web site. http://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Children-and-Disasters/Documents/InfantNutritionDisaster.pdf. Emergency preparedness: Infant and young child care and feeding. California Department of Public Health Web site. http://tinyurl.com/mlzbz5y. Courses: Pediatric Disaster Preparedness Educational Toolbox Online Courses. Tennessee Emergency Medical Services for Children Web site. http://www.tnemsc.org/Online%20Courses. Preparedness tips for families: Disaster preparedness tips for families affected by autism. Autism Society Web site. http://tinyurl.com/bl95nvl. Emergency Preparedness. National Association of the Deaf Web site. http://www.nad.org/issues/emergency-preparedness. Prepare for a disaster: Information for anyone caring for a newborn. March of Dimes Web site. http://www.marchofdimes.com/baby/environment_disaster.html. Statement on infant/young child feeding in emergencies. United States Breastfeeding Committee Web site. http://www.usbreastfeeding.org/Portals/0/Position-Statements/Emergencies-Statement-2011-USBC.pdf. Kailes JI, Enders A. Moving Beyond "Special Needs": A Function-Based Framework for Emergency Management and Planning. Journal of Disability Policy Studies. 2007, 17(4): 230-237. http://www.jik.com/KailesEndersbeyond.pdf. Baker MD, Baker LR, Flagg LA. Preparing Families of Children with Special Health Care Needs for Disasters: An Education Intervention. Social Work in Health Care. 2012 Jan; 51:417-429. http://www.ncbi.nlm.nih.gov/pubmed/22583028.

At the end of this unit the learner will: Discuss and apply tailored emergent care delivery to children based on developmental status and emotional responses [Core Competencies 3, 7, 8, 9, 10]	Expected Developmental Responses Psych First Aid PTSD Family Care Referral/Intervention Treatments: PTSD and tx Supportive tx Psychopharmacology tx	For parents, teachers and other caregivers: Tips for talking with children. Substance Abuse and Mental Health Services Administration (SAMHSA) Web site. http://www.samhsa.gov/trauma/?from=carousel&position=1&date=12142012#parents. Coping with disasters, violence and traumatic events: For emergency responders, healthcare workers, and volunteers. Disaster Information Management Research Center (DIMRC) Web site. http://sis.nlm.nih.gov/dimrc/coping.html#a6. National children's disaster mental health concept of operations (CONOPS). Center for Disaster Medicine Sciences Web site. http://tinyurl.com/jw2ns7h. Our work: Children and families. Center for the Study of Traumatic Stress Web site. http://www.cstsonline.org/our-work/children-and-families/. VUL 3801 Dealing with Disaster Related Trauma in Children. Columbia Regional Learning Center Web site. http://ncdp.crlctraining.org/catalog/course.asp?id=32&cid=3. Disaster Mental Health Program. Center for Disaster Medical Sciences, University of California, Irvine School of Medicine Web site. http://tinyurl.com/kp6qzv2. Practice parameter for the assessment and treatment of children and adolescents with posttraumatic stress disorder. American Academy of Child and Adolescent Psychiatry Web site. *J Am. Acad. Child Adolesc. Psychiatry*, 2010;49(4):414 – 430. http://tinyurl.com/mdk3d7z.
At the end of this unit the learner will: Examine and demonstrate communication and safety plans, and tracking and identification protocols for working with unaccompanied minors and other vulnerable children in disaster and emergent situations [Core Competencies 3, 7, 8, 9, 10]	Unaccompanied Minor Developmental Responses	Reuniting Children in Disasters Online Lesson. National Center for Disaster Medicine and Public Health Web site. http://ncdmph.usuhs.edu/KnowledgeLearning/2012-Learning1.htm. Special populations: Emergency and disaster preparedness. Disaster Information Management Research Center (DIMRC). National Library of Medicine Web site. http://sis.nlm.nih.gov/outreach/specialpopulationsanddisasters.html. Brandenburg MA, Watkins SM, Brandenburg KL, Schieche C. Operation Child-ID: reunifying children with their legal guardians after Hurricane Katrina. *Disasters*. 2007;31(3):277-287. http://www.ncbi.nlm.nih.gov/pubmed/17714168. Broughton DD, Allen EE, Hannemann RE, Petrikin JE. Getting 5000 families back together: reuniting fractured families after a disaster: The role of the National Center for Missing & Exploited Children. *Pediatrics*. 2006;117(5):S442-S445. http://www.ncbi.nlm.nih.gov/pubmed/16735280.

		Jemtrud SM, Rhoades RD, Gabbai N. Reunification of the child and caregiver in the aftermath of disaster. *J Emerg Nurs.* 2010;36(6):534-537. http://tinyurl.com/lgrrqud.
2.a.iii. Operational Competency		
Learning Objective	**Topics**	**Resources**
At the end of this unit the learner will: Examine community response plans, evacuation protocols, infrastructure and resources for children during disasters and emergent situations [Core Competency 2]	Safety & Security Public Health Community Hospital Local State Federal NGO	National Preparedness Goal. U.S. Department of Homeland Security Web site. http://www.fema.gov/pdf/prepared/npg.pdf. Newtown, Connecticut tragedy. Public Health Emergency: Public Health and Medical Emergency Support for a Nation Prepared. U.S. Department of Health & Human Services Web site. http://phe.gov/emergency/events/newtown/Pages/default.aspx. Children in disasters: Hospital guidelines for pediatric preparedness. NYC Health Web site. http://home2.nyc.gov/html/doh/downloads/pdf/bhpp/bhpp-hospital-pediatric-guidelines.pdf. Hospital Incident Command System Guidebook. Emergency Medical Services Authority (EMSA) Web site. http://www.emsa.ca.gov/HICS/files/Guidebook_Glossary.pdf. Hospital Incident Command System - Learning Modules. Emergency Medical Services Authority (EMSA) Web site. http://www.emsa.ca.gov/hics/modules.asp. Carmona RH, Darling RG, Knoben JE, Michael JM, eds. Public Health Emergency Preparedness & Response: Principles & Practice. 1st ed. Maryland: PHS Commissioned Officers Foundation for the Advancement of Public Health; 2010. http://tinyurl.com/d264j87.
At the end of this unit the learner will: Identify and model expected command and control, community response plans, and communication platforms when caring for children during disasters and emergent situations [Core Competency 2]	Communication Identification & Tracking Roles & Responsibilities Transport Intra-area Evacuation Incident Command System (ICS)	Crisis & Emergency Risk Communication (CERC). Centers for Disease Control and Prevention Web site. http://emergency.cdc.gov/cerc/. EMSC Publications and Resources. Emergency Medical Services for Children (EMSC) National Resource Center. http://emscnrc.org/EMSC_Resources/Publications.aspx. Reuniting Children in Disasters Online Lesson. National Center for Disaster Medicine and Public Health Web site. http://ncdmph.usuhs.edu/KnowledgeLearning/2012-Learning1.htm. Schor K. Strauss-Riggs K. eds. Report on the domestic natural disaster health workforce. National Center for Disaster Medicine and Public Health Web site.

Learning Objective	Topics	Resources
	Containment First Responders Community Responders Hospital Responders	http://ncdmph.usuhs.edu/Documents/Workforce2011/WorkforceProject2011-B.pdf. Pediatric education in disasters manual. American Academy of Pediatrics Web site. http://tinyurl.com/lngbos5. Natural disasters: Optimizing officer and team performance. Center for the Study of Traumatic Stress Web site. http://tinyurl.com/mfw76ew.
At the end of this unit the learner will: Identify and demonstrate decontamination and treatment of children with possible CBRNE exposure [Core Competency 2]	Identification Decontamination Triage Biological Subtypes Explosive Subtypes Radiation Subtypes Chemical Subtypes Natural Subtypes Treatment Recuperation	Chemical Hazards Emergency Medical Management (CHEMM). U.S. Department of Health and Human Services Web site. http://chemm.nlm.nih.gov/. Radiation Emergency Medical Management (REMM). U.S. Department of Health and Human Services Web site. http://www.remm.nlm.gov/. National Nurse Emergency Preparedness Initiative. The George Washington University Web site. http://www.nnepi.org.
3. Disaster Cycle Phase: Response		
3.a.i. Command, control, communication and authority		
Learning Objective	**Topics**	**Resources**
At the end of this unit the learner will: Categorize and utilize incident-specific system response, command & control, communication, and pediatric-capable assets and evacuation procedures [Core Competencies 2, 4, 6]	Stafford Act NRF FEMA Communication Identification & Tracking	Robert T. Stafford Disaster Relief and Emergency Assistance Act, as amended, and Related Authorities. Federal Emergency Management Agency Web site. http://download-88flood.www.gov.tw/otherReC/file/stafford_act_fema_592_june_2007.pdf. Children's Working Group. Federal Emergency Management Agency Web site. http://www.fema.gov/childrens-working-group. National Response Framework. U.S. Department of Homeland Security Web site. http://www.fema.gov/pdf/emergency/nrf/nrf-core.pdf.

	Roles & Responsibilities Transport Intra-area Incident Command System (ICS) Containment First Responders Community Responders Hospital Responders Evacuation	Crisis & Emergency Risk Communication (CERC). Centers for Disease and Control and Prevention Web site. http://emergency.cdc.gov/cerc/. Recovering after a disaster or emergency: Tools and resources. American Red Cross Web site. http://www.redcross.org/prepare/disaster-safety-library. EMSC publications and Resources. Emergency Medical Services for Children (EMSC) National Resource Center Web site. http://emscnrc.org/EMSC_Resources/Publications.aspx International Association of Emergency Medical Services Chiefs (IAEMSC). IAEMSC Web site. http://www.iaemsc.org. Gilk DC. Risk Communication for Public Health Emergencies. *Annu. Rev. Public Health* 2007.28:33-54. http://www.asph.org/userfiles/Competencies-Resources/37_GlikRC.pdf.
At the end of this unit the learner will: Summarize and implement communication and safety plans, and tracking and identification protocols when encountering unaccompanied minors and other vulnerable children [Core Competencies 2, 4, 6]	Unaccompanied Minor Developmental Responses	Reuniting Children in Disasters Online Lesson. National Center for Disaster Medicine and Public Health Web site. http://ncdmph.usuhs.edu/KnowledgeLearning/2012-Learning1.htm. Hospital incident command system guidebook. Emergency Medical Services Authority (EMSA) Web site. http://www.emsa.ca.gov/HICS/files/Guidebook_Glossary.pdf. Brandenburg MA, Watkins SM, Brandenburg, KL, Schieche C. Operation Child-ID: Reunifying children with their legal guardians after Hurricane Katrina. *Disasters*. 2007;31(3):277-287. http://www.ncbi.nlm.nih.gov/pubmed/17714168. Broughton DD, Allen EE, Hannemann RE, Petrikin JE. Getting 5000 families back together: reuniting fractured families after a disaster: The role of the National Center for Missing & Exploited Children. *Pediatrics*. 2006;117(5):S442-S445. http://tinyurl.com/kxjqwcj. Jemtrud SM, Rhoades RD, Gabbai N. Reunification of the child and caregiver in the aftermath of disaster. *J Emerg Nurs.* 2010;36(6):534-537. http://www.ncbi.nlm.nih.gov/pubmed/21078464.
3.a.ii. Mission, vision, scope and role		
Learning Objective	**Topics**	**Resources**
At the end of this unit the learner will:	Scarcity	Caring for Children in a Disaster. Centers for Disease Control and Prevention Web site. http://emergency.cdc.gov/children/.

| Identify and model pediatric specific disaster supplies and resources for logistical support and resupply [Core Competency 6] | Agency Interplay

Safety

Ambulatory/Office Based Toolkits

Records

Communication

Surge Capacity | Office of public health preparedness and response: About Healthcare Preparedness Activity (HPA) at CDC. Centers for Disease Control and Prevention Web site. http://www.cdc.gov/phpr/healthcare/about.htm.

Schor K. Strauss-Riggs K. eds. Report on the domestic natural disaster health workforce. National Center for Disaster Medicine and Public Health Web site. http://ncdmph.usuhs.edu/Documents/Workforce2011/WorkforceProject2011-B.pdf.

Reuniting Children in Disasters Online Lesson. National Center for Disaster Medicine and Public Health Web site. http://ncdmph.usuhs.edu/KnowledgeLearning/2012-Learning1.htm.

A Disaster Preparedness Plan for Pediatricians. American Academy of Pediatrics Web site. http://tinyurl.com/a5nk95b.

Children in disasters: Hospital guidelines for pediatric preparedness. NYC Health Web site. http://home2.nyc.gov/html/doh/downloads/pdf/bhpp/bhpp-hospital-pediatric-guidelines.pdf.

Ginter PM, Wingate MS, Rucks AC, Vásconez RD, McCormick LC, Baldwin S, Fargason CA. Creating a regional pediatric medical disaster preparedness network: imperative and issues. *Matern Child Health J*. 2006 Jul;10(4):391-6. Epub 2006 Jun 6. PubMed PMID: 16755399. http://tinyurl.com/k8kh6g9.

Carmona RH, Darling RG, Knoben JE, Michael JM, eds. Public Health Emergency Preparedness & Response: Principles & Practice. 1st ed. Maryland: PHS Commissioned Officers Foundation for the Advancement of Public Health; 2010. http://tinyurl.com/kdg44zl. |

3.a.iii. Personal safety and security		
Learning Objective	**Topics**	**Resources**
At the end of this unit the learner will: Identify and describepediatric-specific disaster resources [Core Competencies 3, 5]	Safety & Security Public Health Community Hospital	Field Triage. Centers for Disease Control and Prevention Web site. http://www.cdc.gov/fieldtriage/. Emergency response resources. Centers for Disease Control and Prevention Web site. http://www.cdc.gov/niosh/topics/emres/responders.html. Disaster-related competencies for healthcare providers. Disaster Information Management Research Center (DIMRC). National Library of Medicine Web site.

Local	http://disasterinfo.nlm.nih.gov/dimrc/professionalcompetencies.html.
State	Frequently Asked Questions: Hazardous Waste Operations and Emergency Response Standard (HAZWOPER). U.S. Department of Labor Occupational and Safety Hazards Administration (OSHA) Web site. http://www.osha.gov/html/faq-hazwoper.html.
Federal	
NGO	National commission on children and disasters: 2010 report to the president and congress. Agency for Healthcare Research and Quality Web site. http://tinyurl.com/ly6ubk7 /.
	PEDPrepared Disaster Clearinghouse. Emergency Medical Services for Children (EMSC) National Resource Center Web site. http://www.emscresources.org/pedprepared/. – *search by learner's role*
	Disaster Preparedness Resources from NASN. National Association of School Nurses Web site. http://www.nasn.org/ToolsResources/DisasterPreparedness.

3.a.iv. Triage protocols based on individual roles/responsibilities		
Learning Objective	**Topics**	**Resources**
At the end of this unit the learner will: Prepare, utilize and communicate pediatric triage protocols based on available local resources, referral facilities and means of emergency transportation [Core Competencies 3, 7, 8, 9, 10]	Crisis Standard of Care Mental Health Ethical Considerations JumpStart SALT MUPS MUCC	Crisis standards of care: A systems framework for catastrophic disaster response. Institute of Medicine of the National Academies Web site. http://tinyurl.com/7zphjvl. Helping children and adolescents cope with violence and disasters: What rescue workers can do. National Institute of Mental Health Web site. http://tinyurl.com/mg9jnx7. The JumpSTART pediatric MCI triage tool and other pediatric disaster and emergency medicine resources JumpStart Web site. http://www.jumpstarttriage.com/. Simple Triage and Rapid Treatment (START): "The race against time." START Triage Website. http://www.start-triage.com/. SALT Mass Casualty Triage Algorithm (Sort, Assess, Lifesaving Interventions, Treatment/Transport) - Adapted for a Very Large Radiation Emergency. Radiation Emergency Medical Management (REMM). U.S. Department of Health and Human Services Web site. http://www.remm.nlm.gov/salttriage.htm. The PsySTART rapid mental health triage and incident management system. Center for Disaster Medical Sciences Web site. http://tinyurl.com/l9z34re.

		Model uniform core criteria for mass casualty triage. Disaster Med Public Health Prep. 2011 Jun 5(2):125-8. Pubmed. PMID: 21685308. http://www.ncbi.nlm.nih.gov/pubmed/21685308. Richardson RD, Engel CC Jr. Evaluation and management of medically unexplained physical symptoms. *Neurologist*. 2004 Jan;10(1):18-30. Review. PubMed PMID: 14720312. http://www.ncbi.nlm.nih.gov/pubmed/14720312. Barnett DJ, Taylor HA, Hodge JG Jr, Links JM. Resource allocation on the frontlines of public health preparedness and response: report of a summit on legal and ethical issues. *Public Health Rep*. 2009 Mar-Apr;124(2):295-303. PubMed PMID: 19320372; PubMed Central PMCID: PMC2646457. http://www.ncbi.nlm.nih.gov/pubmed/19320372/.

4. Disaster Cycle Phase: Recovery/Reconstruction/Evaluation		
4.a.i Culturally competent care		
Learning Objective	**Topics**	**Resources**
At the end of this unit the learner will: Administer clinically competent care for children affected by disasters, emergencies and austere conditions during the recovery phase [Core Competency 7]	Cultural Awareness Cultural Knowledge Cultural Skill	The Office of Minority Health. U.S. Department of Health and Human Services Web site. http://minorityhealth.hhs.gov/. Cultural competency. The Office of Minority Health. U.S. Department of Health and Human Services Web site. http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=1&lvlID=3 People & traditions - tribal preparedness for emergencies and disasters. American Indian Health Web site. http://americanindianhealth.nlm.nih.gov/tribal-prep.html. Developing culturally competence in disaster mental health programs. U.S. Department of Health and Human Services Web site. Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. http://tinyurl.com/mcvbe6x. Scott JC. Concept paper: Importance of cultural competency in disaster management. Center for Public Service Communications Web site. http://tinyurl.com/lxwdq5v. Assuring cultural competence in disaster response. Florida Center for Public Health Preparedness Web site. http://www.fcphp.usf.edu/courses/content/ACC/ACCfinal.pdf. – *PowerPoint Presentation* Mental/Behavioral health: The role of culture in helping children recover from a disaster. Lake County Network of Care Web site. http://tinyurl.com/mvbb83a.

		Culturally competent crisis response: Information for school psychologists and crisis teams. National Association of School Psychologists Web site. http://tinyurl.com/me7o57h.
At the end of this unit the learner will: Discuss and apply general and specific aspects of long-term psychological care for the pediatric population within the disaster/emergency context [Core Competency 11]	Expected Developmental Responses Family Care Referral/Intervention Condition Specific "New Normal" Behavioral/Mental Health Treatments: PTSD and tx Supportive tx Psycho Pharm tx	Parents and teachers. Federal Emergency Management Agency Web site. http://www.ready.gov/kids/parents-teachers. National Disaster Recovery Framework. Federal Emergency Management Agency Web site. http://www.fema.gov/national-disaster-recovery-framework. Helping children and adolescents cope with violence and disasters: What rescue workers can do. National Institute of Mental Health Web site. http://tinyurl.com/mg9jnx7. Coping with disasters, violence and traumatic events. Disaster Information Management Research Center (DIMRC) Web site. http://disaster.nlm.nih.gov/dimrc/coping.html. Pediatric specialties and programs: National Center for School Crisis and Bereavement. St. Christopher's Hospital for Children Web site. http://tinyurl.com/kjp5ru2**.**
At the end of this unit the learner will: Modify long-term physical care of the pediatric population based on exposures within the disaster/emergency context [Core Competency 11]	Agent Specific Radiation Biological Natural Chemical Explosive Treatment Recuperation	Chemical Hazards Emergency Medical Management (CHEMM). U.S. Department of Health and Human Services Web site. http://chemm.nlm.nih.gov/. Radiation Emergency Medical Management (REMM). U.S. Department of Health and Human Services Web site. http://www.remm.nlm.gov/. National Nurse Emergency Preparedness Initiative. The George Washington University Web site. http://www.nnepi.org. Children and disasters: Topics. American Academy of Pediatrics Web site. http://tinyurl.com/lp4d8st. American Academy of Pediatrics. Pediatric Terrorism and Disaster Preparedness: A Resource for Pediatricians. Foltin GL, Schonfeld DJ, Shannon MW, editors. AHRQ Publication No. 06(07)-0056. Rockville, MD: Agency for Healthcare Research and Quality. October 2006. http://archive.ahrq.gov/research/pedprep/pedresource.pdf.

4.a.ii. Logistical support		
Learning Objective	**Topics**	**Resources**
At the end of this unit the learner will: Prepare pediatric disaster supplies and identify resources for logistical support and resupply within the specific disaster or emergency context [Core Competency 6]	Infrastructure Debris Repair Re-establish Sustainability	Critical Infrastructure Sectors. U.S. Department of Homeland Security. http://www.dhs.gov/critical-infrastructure-sectors. Mental health and mass violence: Evidence-based early psychological intervention for victims/survivors of mass violence. A workshop to reach consensus on best practices. National Institute of Mental Health Web site. http://www.nimh.nih.gov/health/publications/massviolence.pdf. Public health infrastructure and systems. National Association of County and City Health Officials (NACCHO) Web site. http://www.naccho.org/topics/infrastructure/. Hospital Incident Command System Guidebook. Emergency Medical Services Authority (EMSA) Web site. http://www.emsa.ca.gov/HICS/files/Guidebook_Glossary.pdf. Hospital Incident Command System - Learning Modules. Emergency Medical Services Authority (EMSA) Web site. http://www.emsa.ca.gov/hics/modules.asp. A Disaster Preparedness Plan for Pediatricians. American Academy of Pediatrics Web site. http://tinyurl.com/a5nk95b.
4.a.iii. Care for the caregiver/compassion fatigue		
Learning Objective	**Topics**	**Resources**
At the end of this unit the learner will: Analyze, identify and mitigate responder's risk for developing compassion fatigue [Core Competencies 3, 7, 8, 9, 10]	Self-care Compassion Fatigue Caregiver Stress and Coping	Self-care after disasters. U.S. Department of Veterans Affairs. National Center for PTSD Web site. http://www.ptsd.va.gov/public/pages/self_care_after_disasters.asp. Traumatic incident stress. Centers for Disease Control and Prevention Web site. http://www.cdc.gov/niosh/topics/traumaticincident/. Sustaining caregiving and psychological well-being while caring for disaster victims. Center for the Study of Traumatic Stress Web site. http://tinyurl.com/lqfpa3s. The debriefing debate. Center for the Study of Traumatic Stress Web site. http://www.cstsonline.org/debriefing-debate/. Information for relief workers on emotional reactions to human bodies in mass death. Center for the Study of Traumatic Stress Web site. http://tinyurl.com/m5sugn4.

| | | Coping with disasters, violence and traumatic events. Disaster Information Management Research Center (DIMRC) Web site. http://disaster.nlm.nih.gov/dimrc/coping.html. |
| | | Madrid PA, Schacher S. A critical concern: Pediatrician self-care after disasters. Pediatrics 2006; 117:454-457. http://tinyurl.com/k9f93tb. |

4.a.iv. After-action reporting		
Learning Objective	**Topics**	**Resources**
At the end of this unit the learner will: Analyze the disaster health response for strengths, and areas for improvement for curricular recommendations [Core Competencies 2, 4, 6]	After Action Reporting Community Planning/Preparation	Lessons Learning Information Sharing (LLIS). Federal Emergency Management Agency Web site. https://www.llis.dhs.gov/. Evaluate and Improve. Federal Emergency Management Agency Web site. http://www.fema.gov/evaluate-improve. Community Preparedness. Federal Emergency Management Agency Web site. http://www.ready.gov/community-preparedness. Public Health Preparedness. National Association of County and City Health Officials (NACCHO) Web site. http://www.naccho.org/topics/emergency/index.cfm. Disaster Preparedness Resources from NASN. National Association of School Nurses Web site. http://www.nasn.org/ToolsResources/DisasterPreparedness.

References

1.   Daily E, Padjen P, Birnbaum M. A review of competencies developed for disaster healthcare providers: limitations of current processes and applicability. *Prehosp Disaster Med.* Sep-Oct 2010;25(5):387-395.

2.   United States Department of Health and Human Services. National Commission on Children and Disasters: 2010 Report to the President and Congress. Rockville, MD: Agency for Healthcare Research and Quality; 2010: http://www.acf.hhs.gov/ohsepr/nccdreport/index.html. Accessed January 30, 2012.

3.   Siegel D, Strauss-Riss K, Costello A. Pediatric Disaster Preparedness Curriculum Development. In: Health NCfDMaP, ed. Bethesda, MD2011.

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

5.   Federal Emergency Management Agency. IS-230.C: Fundamentals of Emergency Management. http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=IS-230.c.

Authors

Heather L. Johnson, Lt Col, USAF, NC, DNP, FNP-BC, FAANP
Assistant Professor, Family Nurse Practitioner Program
Graduate School of Nursing
Uniformed Services University of the Health Sciences

Catherine G. Ling, PhD, FNP-BC
Assistant Professor, Family Nurse Practitioner Program
Graduate School of Nursing
Uniformed Services University of the Health Sciences

Kelly H. Gulley
Project Assistant, HJF
National Center for Disaster Medicine and Public Health
Uniformed Services University of the Health Sciences

Reviewers

Gary Crouch, MD
Vice Chair, Department of Pediatrics
Uniformed Services University of the Health Sciences

Elizabeth A. Edgerton, MD, MPH
Branch Chief, EMSC and Injury and Violence Prevention
Maternal Child Health Bureau/HRSA

Geraldine Fitzgerald, MSN, RN, CPNP, IBCLC
Chair, Emergencies Task Force, USBC

Deborah J. Persell, PhD, RN, APN
Regional Center for Disaster Preparedness Education, Arkansas State University

Merritt D. Schreiber, Ph.D.
Associate Clinical Professor of Emergency Medicine, Director, Psychological Programs

Debbie Shelton, DNP, FNP-BC
Assistant Professor of Nursing, College of Nursing and Health Professions
Arkansas State University – Jonesboro

Linda Spencer, PhD, RN
Coordinator, Public Health Nursing Leadership Program
Nell Hodgson Woodruff School of Nursing, Emory University

Gamunu "Gam" Wijetunge
Office of Emergency Medical Services
U.S. Department of Transportation, National Highway Traffic Safety Administration

Rebecca Zukowski, MSN, RN
Associate Academic Dean
Mount Aloysius College

Special thanks to the National Center for Disaster Medicine and Public Health team, including:

Kenneth Schor, DO
Acting Director, Assistant Professor

Kandra Strauss-Riggs, MPH
Operations Director, HJF

Brian Altman, PhD
Education Coordinator, HJF

Lauren Walsh, MPH
Senior Research Associate, HJF

Elizabeth Brasington
Communications & Administrative Assistant, HJF

Suggested Citation

Johnson H, Ling C, Gulley K. Curriculum recommendations for disaster health professionals: The pediatric population. http://ncdmph.usuhs.edu/KnowledgeLearning/2013-PediatricCurrRecs.htm. June 2013.

Published (06/13)