

**Methods:** Field case descriptive design.

**Results:** We conducted a five week clinical rotation; using bedside, simulations and small group discussion guided by formative assessment results. Our primary goal is to impact hands-on skills. Students are scheduled to clinical shifts and attached to a one-on-one with resident/registrars to work with, during which required them to complete a logbook for procedures and skills. At the end of the rotation the student undergoes summative assessment and fills out a post rotation survey for feedback. In 2015/16 all students “agreed” or “strongly agreed” that they gained knowledge that will help them practice medicine in whatever field of medicine they choose to enter”, and 91% of students “strongly agreed” that “All medical students in Tanzania should have an Emergency Medicine rotation” experience.

**Conclusion:** The undergraduate emergency medicine program has been successfully implemented at Muhimbili University of Health and Allied Sciences. The experience gained can be applied to other medical schools to facilitate the dissemination of principles and essentials of emergency care.

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### Perceptions of Trainees toward Leadership, and Change Management Training, at Tikur Anbessa Specialized Hospital, Department of Emergency Medicine, April 2015

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**Study/Objective:** To assess perceptions of the physician residents on receiving training in leadership, change management, and process improvement.

**Background:** Leadership is the ability to influence and motivate people. Physicians are leading health care teams and require greater attention to leadership skills as important skills. Leadership skills, change management, and process improvement skills are ranked high as important administrative skills in Emergency Medicine.

**Methods:** There were four hours of interactive presentations: leadership skills, change management, management systems, process improvement, and core values. Two hours were devoted to application, in which skills learned had to be used. A Survey using a 5-point likert scale was distributed at the end of the course, which asked learners to evaluate the instructor and

Average scores for training categories.				
Areas	1	2	3	4
General leadership	3.95	4.35	4.45	4.7
Problem solving	4.35	4.35	4.35	4.3
Change management	4.2	4.45	4.6	4.25
Management systems	4.1	4.1	4.5	4.65
Application exercise	4.5	4.55	4.5	4.25

**Table 1.** Average Scores by Training Categories.

teaching method. Additional areas assessed were the teachings on general leadership, problem solving, change management, management systems, and application exercises.

**Results:** A total of 30 trainees attended, and 21 completed the course.

**Conclusion:** Trainees were enthusiastic with learning leadership skills, felt their knowledge was improved, they will use it in their job, and will recommend this kind of training to others. It represents a clear need in training.

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### Medical Simulation as an Educational Tool: The Bridge Between the What-To and How-To

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**Study/Objective:** To introduce and evaluate simulation-based curriculum for final year medical students in managing acutely ill patients at the University of Cape Coast School of Medical Sciences (UCC-SMS), Ghana.

**Background:** Medical simulation is a relatively new concept for training and evaluation of physicians in healthcare. Many medical schools have adapted simulation into undergraduate curricula. It allows for enacting practical approaches to patient care in a non-threatening environment with a various range of tools. It allows for reduction in errors, confidence, competence and team-building, in a teacher-enabled environment. Medical education in Ghana is yet to maximize this teaching modality. Medical school graduates have difficulty transitioning, bridging theory and practice in managing acutely ill patients, leaving room for errors. Hence the need for the introduction of simulation prior to practice.

**Methods:** Simulations will be piloted at UCC-SMS as part of the 4-week Accident and Emergency Module rotations, with purposively designed scenarios. The school has a clinical skills laboratory which will be used for these sessions. All final year medical students in the academic year will be included. Sim-instructors will evaluate students at the end of the selected scenario sessions and will not form part of academic scores. Students will also be asked to evaluate the sessions. Participation will be optional.

**Results:** We expect an improvement in the application of basic sciences and clinical knowledge; an emphasis on systematic approach to the initial assessment of critically ill patients i.e.: ABC approach; confidence in carrying out critical life-saving procedures; teamwork and communication. We also expect to identify gaps and lapses associated with the adoption of this teaching modality for improvement.

**Conclusion:** Incorporating simulation into undergraduate medical education curricula, will better equip students with critical skills in the management of emergencies on becoming interns. This therefore, will necessitate the need for training

more simulation-based medical educators, and also equipping standard simulation facilities in Ghana.

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### Paramedic Disaster Health Management Competencies: A Scoping Review

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**Study/Objective:** This scoping review aims to identify, categorize and explore the existing range of paramedic disaster health management competencies that have been developed internationally. The objective of the study is to assist EMS agencies to develop core competencies specific to their own environments, in order to standardize teaching in the area of paramedic disaster health management response.

**Background:** Paramedics play an essential role in all phases of disaster health management. Previous research has identified potential gaps in content and challenges to the sustainability of knowledge, acquired through occasional disaster response training by paramedics. For paramedics to respond competently, they must be equipped with the necessary skills to provide comprehensive care to the populations affected by disasters. Despite this, the literature shows that education and training for disaster response is variable, and that an evidence based study specifically designed to outline sets of core competencies for Australian paramedics has never been undertaken.

**Methods:** A systematic scoping review will be conducted using the Joanna Briggs Institute (JBI) methodology. The review will use information from four databases: PubMed, MEDLINE, ScienceDirect, and Scopus. Keywords, inclusion and exclusion criteria will be identified as strategies to use in this review.

**Results:** will be extracted, mapped, and categorized from appropriate studies. The identified core competencies will be sorted into common domains such as communication, operations, planning, logistics, incident command systems and ethics. A descriptive analysis of the results will then be undertaken.

**Conclusion:** Further research is needed to develop core competencies specific to Australian paramedics, in order to standardize teaching in the area of disaster health management response. This study will assist agencies from all jurisdictions in evaluating or creating disaster curricula, that adequately prepares and maintains paramedics for an effective all hazards disaster response.

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### National Standards for Higher Education Programs in Disaster Management in Australia

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**Study/Objective:** The aim of this project was to develop a framework for higher education programs in emergency and disaster management for Australia.

**Background:** The development of such standards is of considerable value to Australia as it may contribute to national policy cohesion and also to capability development. The Generic Emergency and Disaster Management Standards define the scope and the domain in order to assist higher education institutions to develop programs that provide a relatively consistent and sound intellectual basis for the expertise required.

**Methods:** The Generic Emergency and Disaster Management Standards were developed through a mixed qualitative research approach involving a systematic literature review, mapping of current course content, focus groups of experts and consultation with industry representatives.

**Results:** The standards consist of three main domains. The knowledge domain included governance and policy frameworks, theoretical and conceptual basis for practice, and contemporary disaster management, skills and application. The skills domain included leadership, communication, and collaboration. Finally professional practice together with critical thinking is considered the means by which the knowledge and skills are applied.

**Conclusion:** These standards are intended to provide a consistent and sound intellectual basis to assist higher education institutions to develop disaster and emergency management courses. While the focus is necessarily on the Australian context, it is recognized that University programs in Australia provide education to international students, and the methods used in developing these standards draw considerably from international sources, and thus they are likely to be of broader applicability. Additional mechanisms for the monitoring and ongoing development of these standards are required.

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### The Evaluation of the Trauma and Resuscitation Course in Çanakkale 112 Emergency Medical Services, Turkey

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**Study/Objective:** The aim of this study is to evaluate the Trauma and Resuscitation Course (TRC) for nurses, technicians, and paramedics, carried out by Çanakkale Emergency Medical Services (ÇEMS) between January 1, 2014 to December 31, 2014.

**Background:** The TRC in Turkey has been carried out by the Association of National Trauma and Emergency Surgery