"Disasters and Tragedies…. They Happen: What faculty and institutions need to do to prepare for and manage these situations"

- Ann Anderson, Associate Vice President and Controller, University of Washington
- Joseph C. Kolars, MD, Senior Associate Dean for Education and Global Initiatives, University of Michigan Medical School
- Bradley Dreifuss, MD, Director of Rural and Global Emergency Medicine Programs, University of Arizona
- Joseph Levy, Director, Global Support Services, Harvard University Campus
- Christine Rapalje, Director of Global Services, Emory University

CSO4: Concurrent Session Enabling Systems Committee
Saturday April 9, 2016 11:00 am – 12:30 pm
"Disasters and Tragedies…. They Happen:

**Learning objectives:**

- Understand the importance of planning for emergencies among faculty and learners on overseas projects
- Learn the approach other institutions are taking to preparing travelers and to organizing their units to respond to urgencies
- Identify resources that others are using to help manage responses to emergencies
- Connect with a community of other CUGH participants who are interested in developing additional tools and resources to help institutions and their travelers
"Disasters and Tragedies…. They Happen:

Format:

✓ Two cases; how would you and your institution handle them?
✓ Overview of the safety cycle
✓ Prevention! Prevention! Prevention!
✓ Sharing resources – what do we have, what do we need?
Case #1 – Background

• Wednesday morning call from a faculty colleague in Asia
• Her team has arrived by SUV at a remote mountain field site
• Gunfire was heard about 3½ hours into 5 hour drive
• Not clear if gunfire was directed at their vehicle
• They plan to drive back this weekend

• What questions do you have for your colleague?
• Whom do you connect her to on campus?
• What do you advise her to do?

Note: This case study is based on a real incident, with some minor details changed.
Case #1 – Considerations

- **Intel**: What can you learn about conditions along the road? What are the threats?
  - Hint: Gunfire is not the only risk on a remote mountain highway
- **Transport**: What options are available? What is the profile?
  - Unmarked auto, convoy, bus, helicopter, train, plane
- **Escort**: Are researchers prepared for injuries or encounters with locals? Is security typical on this road?
  - Armed or unarmed? Uniformed or plainclothes?
- **Communications**: Whom will researchers call in an emergency? Do you need a regular check-in?
  - Do they have a sat phone or other means to call from the road?
- **What if**: What is the backup plan?
Case #2 – Background

• Saturday morning call from the research faculty program lead at another U.S. institution to the Dean
• “one of your fourth year medical students doing research with us in Uganda was struck by a vehicle while a passenger on a ‘boda-boda’ motorcyle and is unconscious, on a ventilator, in the hospital”

• What questions do you have for your colleague?
• What do you do next?

Note: This case study is based on a real incident, with some minor details changed.
Case #2 – Considerations

• **Intel**: What kind of hospital is he in? Who is the point of contact there? Who else is involved? Are family, friends aware? Health/evacuation insurance?

• **Transport**: What options are available for transport to a better standard of care? Is this necessary? Feasible?

• **Communications**: Who has ‘lead’ on communication for each stakeholder group (family, friends, local providers, U.S. consultants, school, evacuation company, embassy, etc)? What is the plan for regular updates?
Key Institutional Resources

• Emergency Services Provider
  ◦ Online tools and alerts
  ◦ Phone support
  ◦ In-country assistance and evacuation

• Insurance Provider
  ◦ Medevac only, or also security/natural disaster evacs?
  ◦ Health insurance?
  ◦ Exclusions? (timing, locations, activities, ailments, pre-ex)

• Travel Registry
  ◦ Or find out who should know where you are

• University Contacts
  ◦ International emergency team
  ◦ Pre-travel resources or policies? Research or just study abroad?
Despite increased interest and participation, most students report inadequate pre-departure training. (AAMC Survey 2015)

Data for graduate medical education and faculty preparedness and travel preparation is generally lacking.

Badness happens... but likely more frequently if there’s a “failure of imagination” and a lack of preparation.
What does “preparation” include?

• Faculty mentorship of students/trainees/research staff
• Personal measures (vaccinations, having HIV PEP available)
• Infrastructure/Situation Awareness – location abroad
  ◦ State Department
  ◦ Local informants/stakeholders
    ▪ Cultural awareness, logistics, local risks (static and dynamic)
• University-based orientation
  ◦ Site details
  ◦ Safety policies and response protocols
  ◦ Title IX
  ◦ Toolkits for travelers
• Policies on Best Practices (risk mitigation)
  ◦ Transportation
  ◦ Curfews
  ◦ Communications
• Awareness of response protocols
  ◦ Event specific
Knowing the Key Institutional Resources

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A Show of Hands for Preparation Standards

* University standards?
* College standards?
* Faculty member standards?

* **Industry standards for preparation?**
Prepare

Assess

Evaluate

Monitor

Respond (as needed)
Anticipating Emergency Situations

- Student/Faculty Illness/Injury
- Decompensated mental illness
- Blood borne pathogen exposure
- Interpersonal violence (assault)
- Terrorism
- Political unrest
- Natural Disaster (earthquake, floods, etc)
- Epidemic (e.g. Ebola, Zika)
- Project/rotation site instability
- Inappropriate leadership
Key Institutional Resources

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A Preparation Curricula Example

Edx: The Practitioner’s Guide to Global Health
• The Mission:
  ◦ Create a series of online, open-access, interactive and evaluative courses that would prepare trainees for safe and effective global health learning experiences

• The Team:
  ▪ Global health practitioners from over 50 institutions from several countries
  ▪ Faculty, fellows, residents, students
  ▪ Emergency Medicine, Family Medicine, Internal Medicine, Pediatrics, Psychiatry, Infectious Disease

www.edx.org
The Methods:
- Created a comprehensive 3-part online course
  - Part 1: The Big Picture
  - Part 2: Preparation and On The Ground
  - Part 3: Reflection
- Provided
  - Personal experiences with videos and vignettes
  - Platform for hosting student discussions for students to talk about experiences and ask/answer questions
  - Ability to track progress and performance of students with evaluation component and a certificate of successful completion

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Overview of Personal Logistics Preparation

In order to care for others, you must first take care of yourself.

This section will focus on preparing to take care of yourself while you're away.

Introduction

My name is Steve Dunlop, and I'm an assistant professor of emergency medicine at the Hennepin County Medical Center as well as the University of Minnesota. And I did get my ChopsMed.

So I am certified in travel and tropical medicine. But as you might imagine, there are just guidelines, and should not suffice as proper consultation. I would encourage everyone to go and see a proper travel healthcare provider, and to see a little bit more.
Please consider sharing how your institutions support education and research programs and the necessary preparation for travel.

ENSYS@LISTS.CUGH.ORG