



# 1. MIDDLE EAST DISASTER AND PRE-HOSPITAL MANAGEMENT CONGRESS

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## Core Competencies for Disaster Professionals - Medical

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# Figure 1. Reported natural disasters trend(1900-2011)

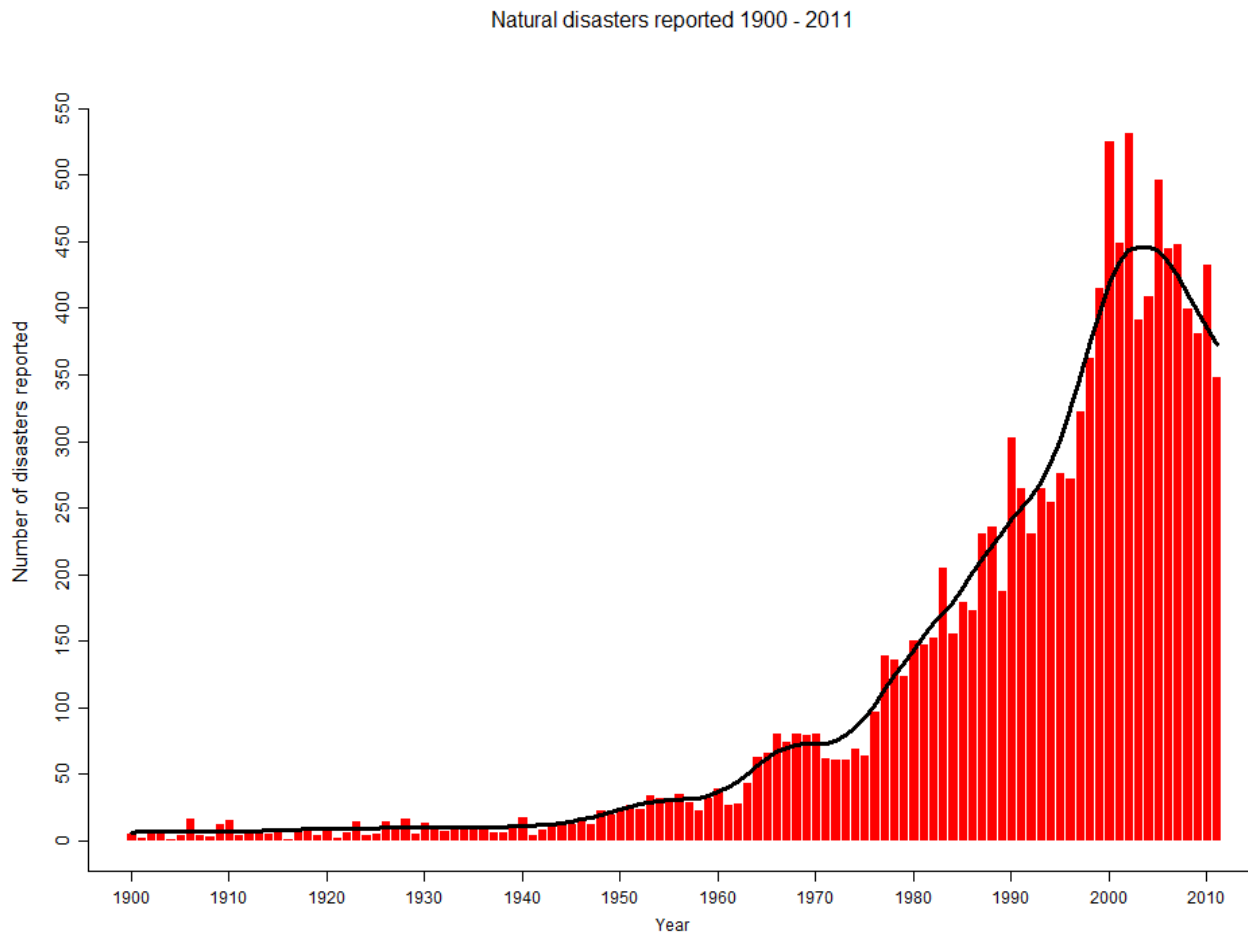
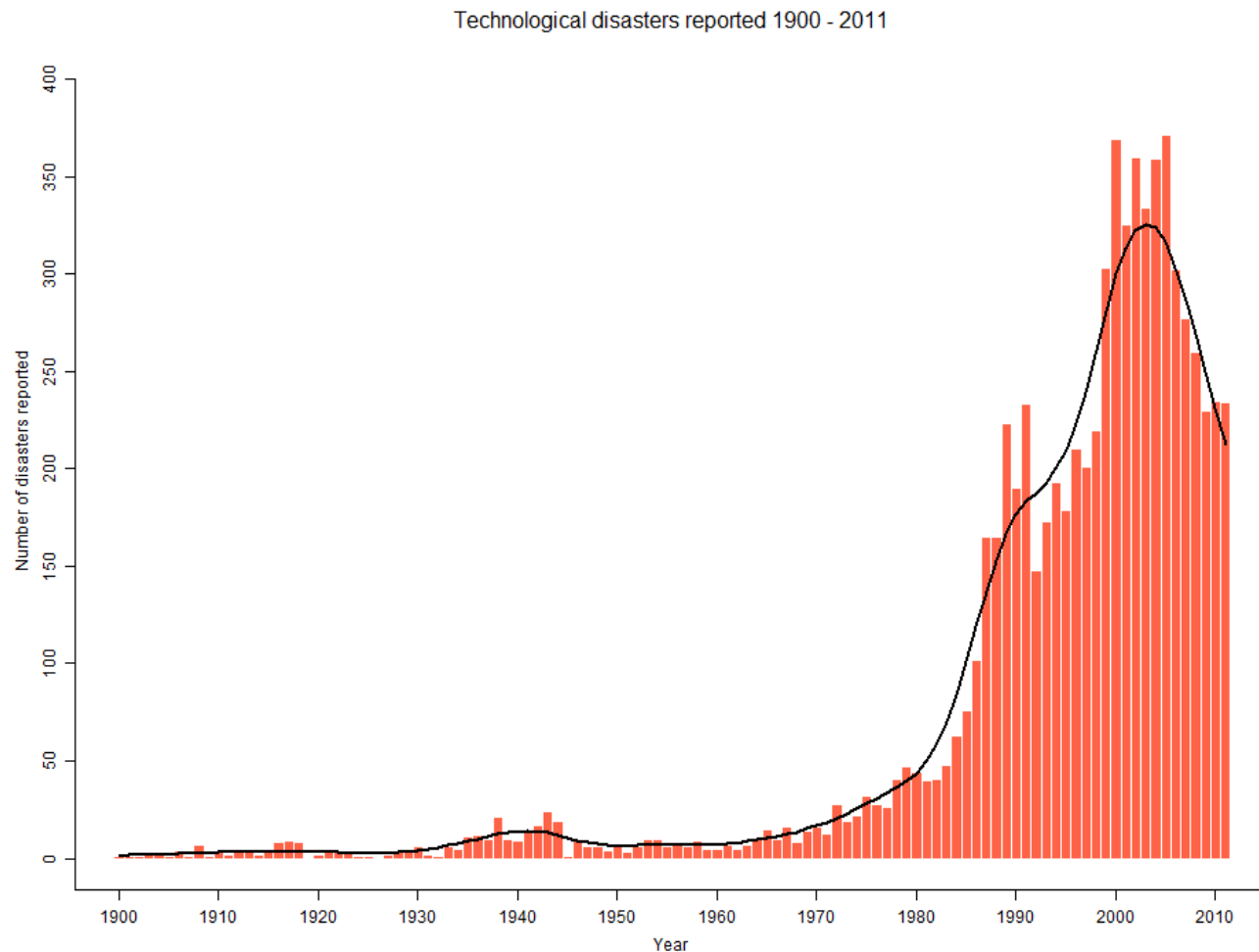


Figure 2. Reported technological disasters trend (1900-2011)

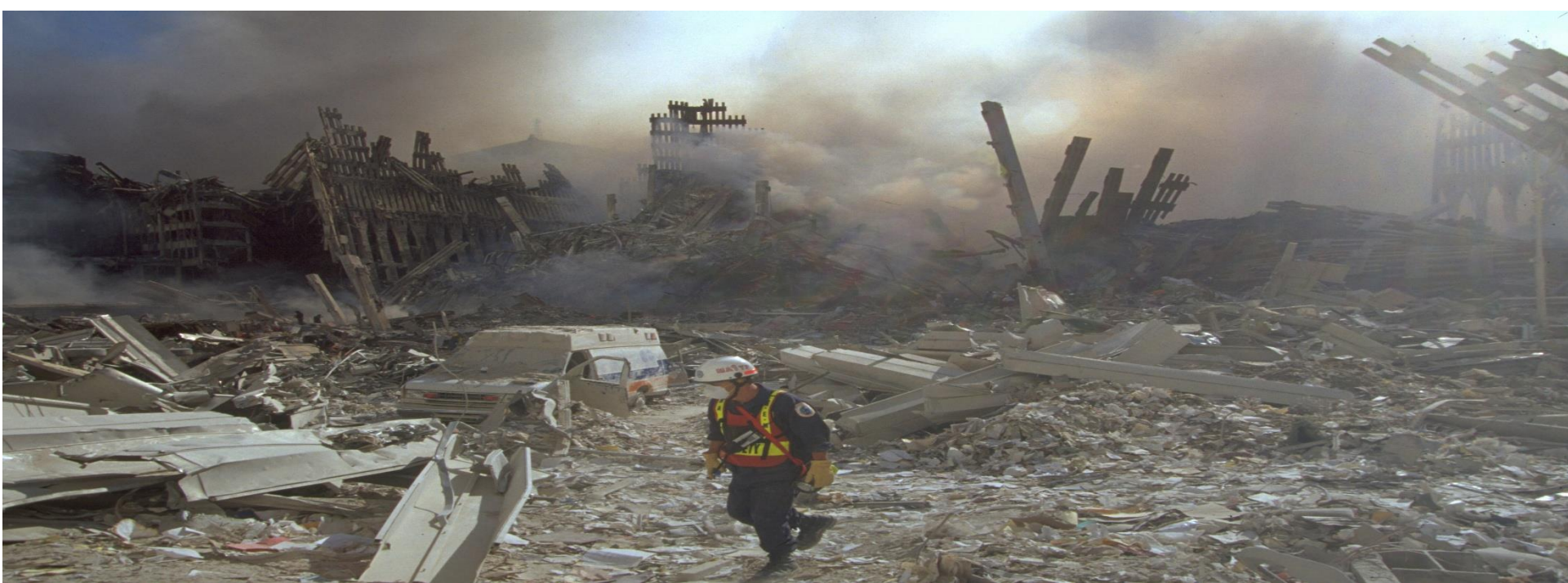


## Disaster of national significance in Turkey in the last 100 years

- 286 disasters (54,4% in nature, 45,6% in human).
- In Disaster:
  - 97,958 people have lost their lives,
  - 8.948.698 people were affected,
  - \$ 27.185 billion in damage (Aslan and others, 2013).

# Are we able to take enough precautions?

- 2001 terrorist attack



Source: [https://commons.wikimedia.org/wiki/File:FEMA\\_-\\_5316\\_-\\_Photograph\\_by\\_Andrea\\_Booher\\_taken\\_on\\_09-13-2001\\_in\\_New\\_York.jpg](https://commons.wikimedia.org/wiki/File:FEMA_-_5316_-_Photograph_by_Andrea_Booher_taken_on_09-13-2001_in_New_York.jpg) Accessed 07 October 2017.

- experts assert most disaster management training programs are not effective because:
  - Disaster training programs are not comprehensive and competency-based.
  - The quality and quantity of training programs are insufficient.
  - There is neither a worldwide strategy nor standardized curricula for training on disaster management.
  - There are no standardized criteria on how to select the trainees for disaster training courses.
  - There are a limited number of professional trainers for disaster management.
  - Budget limitation is often a serious challenge. There is seldom sufficient budget to build a well-organized training package in disaster management.

Source: Djalali A, Ingrassia PL, Della Corte F, Foletti M, Ripoll Gallardo A, Ragazzoni L, Kaptan K, Lupescu O, Arculeo C, von Arnim G, Friedl T, Ashkenazi M, Heselmann D, Hreckovski B, Khorrram-Manesh A, Komadina R, Lechner K, Patru C, Burkle FM Jr., Fisher P. Identifying deficiencies in national and foreign medical team responses through expert opinion surveys: implications for education and training. *Prehosp Disaster Med.* 2014;29(4):364-368.



# Are we able to take enough precautions?

- Katrina hurricane



- Unexpected by the disaster community in US, an October, 2007 Homeland Security Presidential Directive 21 (HSPD-21) was published.
- With this directive, the president calls on the nation to promote the establishment of a discipline that recognizes the unique principles in disaster-related medicine and public health; provides a foundation for the development and dissemination of doctrine, education, training, and research in this field; and better integrates private and public disaster health systems.



# Competence & competency

- Special knowledge that provides the power to do a job, competency, competence,
- Being competent, maturity, excellence

- 7 competency domains were identified, which encompass all of the target audiences of those responsible for a coordinated health system response. These domains are:
  - Preparation and Planning
  - Detection and Communication
  - Incident Management and Support Systems
  - Safety and Security
  - Clinical/Public Health Assessment and Intervention
  - Contingency, Continuity, and Recovery
  - Public Health Law and Ethics

- Core competencies provide the fundamental basis of collective learning and help ensure consistent application and translation of knowledge into practice. Competencies are developed as performance measures or indicators for the workplace, akin to KSAs in many job classifications. They require contextual measurement and are generally demonstrated throughout long periods of time. Educational goals to achieve desired competencies require breaking each competency into subcompetencies with corresponding learning objectives, presentation content, and learning evaluations. Competencies can also be organized into domains, or categories of learning outcomes, as defined by Bloom's Taxonomy of Learning Domains.

Competency Domain	Core Competencies
1.0 Preparation and Planning	1.1 Demonstrate proficiency in the use of an all-hazards framework for disaster planning and mitigation.
	1.2 Demonstrate proficiency in addressing the health-related needs, values, and perspectives of all ages and populations in regional, community, and institutional disaster plans.
2.0 Detection and Communication	2.1 Demonstrate proficiency in the detection of and immediate response to a disaster or public health emergency.
	2.2 Demonstrate proficiency in the use of information and communication systems in a disaster or public health emergency.
	2.3 Demonstrate proficiency in addressing cultural, ethnic, religious, linguistic, socioeconomic, and special health-related needs of all ages and populations in regional, community, and institutional emergency communication systems.

Source: Subbarao I, Lyznicki JM, Hsu EB, Gebbie KM, Markenson D, Barzansky B and others. Consensus-based educational framework and competency set for the discipline of disaster medicine and public health preparedness. *Disaster Med Public Health Preparedness*. 2008;2:57–68

Competency Domain	Core Competencies
3.0 Incident Management and Support Systems	3.1 Demonstrate proficiency in the initiation, deployment, and coordination of national, regional, state, local, and institutional incident command and emergency operations systems.
	3.2 Demonstrate proficiency in the mobilization and coordination of disaster support services
	3.3 Demonstrate proficiency in the provision of health system surge capacity for the management of mass casualties in a disaster or public health emergency.
4.0 Safety and Security	4.1 Demonstrate proficiency in the prevention and mitigation of health, safety, and security risks to yourself and others in a disaster or public health emergency.
	4.2 Demonstrate proficiency in the selection and use of personal protective equipment at a disaster scene or receiving facility.
	4.3 Demonstrate proficiency in victim decontamination at a disaster scene or receiving facility.

Source: Subbarao I, Lyznicki JM, Hsu EB, Gebbie KM, Markenson D, Barzansky B and others. Consensus-based educational framework and competency set for the discipline of disaster medicine and public health preparedness. Disaster Med Public Health Preparedness. 2008;2:57–68



Competency Domain	Core Competencies
5.0 Clinical/Public Health Assessment and Intervention	5.1 Demonstrate proficiency in the use of triage systems in a disaster or public health emergency.
	5.2 Demonstrate proficiency in the clinical assessment and management of injuries, illnesses, and mental health conditions manifested by all ages and populations in a disaster or public health emergency.
	5.3 Demonstrate proficiency in the management of mass fatalities in a disaster or public health emergency.
	5.4 Demonstrate proficiency in public health interventions to protect the health of all ages, populations, and communities affected by a disaster or public health emergency.
6.0 Contingency, Continuity, and Recovery	6.1 Demonstrate proficiency in the application of contingency interventions for all ages, populations, institutions, and communities affected by a disaster or public health emergency.
	6.2 Demonstrate proficiency in the application of recovery solutions for all ages, populations, institutions, and communities affected by a disaster or public health emergency.

Source: Subbarao I, Lyznicki JM, Hsu EB, Gebbie KM, Markenson D, Barzansky B and others. Consensus-based educational framework and competency set for the discipline of disaster medicine and public health preparedness. *Disaster Med Public Health Preparedness*. 2008;2:57–68

Competency Domain	Core Competencies
7.0 Public Health Law and Ethics	7.1 Demonstrate proficiency in the application of moral and ethical principles and policies for ensuring access to and availability of health services for all ages, populations, and communities affected by a disaster or public health emergency.
	7.2 Demonstrate proficiency in the application of laws and regulations to protect the health and safety of all ages, populations, and communities affected by a disaster or public health emergency.

Source: Subbarao I, Lyznicki JM, Hsu EB, Gebbie KM, Markenson D, Barzansky B and others. Consensus-based educational framework and competency set for the discipline of disaster medicine and public health preparedness. Disaster Med Public Health Preparedness. 2008;2:57–68

# Suggestions

- The existing competency sets need to be expanded to include issues such as public health law, ethics, risk communication, cultural competence, mass fatality management, forensics, contingency planning and response, the civilian–military relationship, and crisis leadership.
- the competencies must be comprehensive and appropriately address vulnerable individuals and populations (eg, children, pregnant women, frail older adults, people with disabilities) who may be subject to increased adverse health effects during a disaster.

- *Thanks...*
- *If you have questions please send to [caliskan007@hotmail.com](mailto:caliskan007@hotmail.com)*