

had participated in the Congress and received specific disaster education. Shortly after arrival, the team established an incident command post with the assistance of Baghiat-Alah University disaster response team in the Bam airport, and also conducted the following tasks: (1) analyzed the disaster-stricken area; (2) organized and trained available human resources for mass triage of contingencies in the Bam airport; (3) provided primary care and early treatment of patients; (4) transported and evacuated patients; (5) donated national and international resource management at the airport; (6) organized disaster search, rescue, and treatment teams; and (7) guided international relief and rescue teams.

**Conclusion:** Participation of medical and emergency responders in disaster-oriented educational programs has obvious effects on their performance during major disaster incidents.

**Keywords:** Bam; disaster management; earthquake; education; workshops

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### **Innovative, Applied Emergency Management Education at the Undergraduate Level at Auckland University of Technology**

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The Auckland University of Technology is New Zealand's newest university. Two new papers, "Risk and Crisis Management" and "Disaster Management" bring a synergy of theory, problem-solving, and applied research to the emergency management scene.

Emergency management programs in New Zealand traditionally have been focused at the post-graduate level. These programs do not supply adequately the foundational underpinning for those who have a practical emergency management role "on the ground". These two papers are embedded within two university programs, the Bachelor of Health Science-Paramedic and the Certificate of Emergency Management. As such, they broaden the capacity of ambulance paramedics and industry emergency teams to respond in an informed and coordinated fashion.

The Bachelor of Health Science-Paramedic is a full-time, three-year degree for those envisaging a career within an ambulance service or other paramedical roles. The Certificate of Emergency Management has been designed to cater to the needs of industries/local councils that operate or have the capacity to mobilize emergency response teams.

Risk reduction and mitigation underpins the student's learning, moving beyond the traditional paramedic education model of scene safety. Within these papers, the student studies risk assessment and management processes and standards, examines the New Zealand hazard scope, and analyzes various national and international major incidents and disasters.

The content of these papers has been developed with the cooperative partnership of the Ministry of Civil Defense and Emergency Management.

The papers are structured around classroom lectures, expert speakers, workshops, self-directed learning, on-line

participation (Blackboard), and assignments that guide and encourage the student to utilize literature searches and apply the results of current research to their projects.

**Keywords:** college degrees; disaster management; education; emergency; New Zealand

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### **Development of a Post-graduate Qualification in Disaster Medicine in Australia**

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**Introduction:** Many have noted the need for more and better education about disaster medicine. The James Cook University School of Public Health and Tropical Medicine has developed a post-graduate certificate in disaster and refugee health. This is one of the first post-graduate qualifications in disaster medicine in Australia. It has been a collaborative effort between emergency physicians, public health physicians, disaster management agencies, and the military. The development, structure, and delivery of the course, characteristics of students, and evaluation of the course are discussed.

**Methods:** This is a descriptive account of the development and delivery of the post-graduate material. Also, all students in the first cohort, reviewing content, delivery, expectations, workloads, assessment, and global rating of the course were surveyed.

**Results:** Inaugural delivery of the core subject, disaster health management, occurred as a two-week module in September 2004, with 30 students. The students were from clinical backgrounds (10/30 = doctors, 18/30 = nurses, two others); one-third had previous disaster experience, and almost half had previous overseas aid experience. Survey results were extremely positive across all parameters.

**Conclusions:** The recognition of a need for education in disaster medicine can be seen in the overwhelming student and media interest this has generated. Multiple media requests were received, and student over-subscription occurred after two weeks, with a waiting list established for 2005. Feedback from students and instructors has been extremely positive. The session will close with a brief discussion of difficulties encountered and possible future directions.

**Keywords:** Australia; disaster medicine; education; postgraduate; refugee

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