

Results: Three medical teams and search-and-rescue teams rescued three survivors whose bodies were trapped in the tangled wreckage of the first car. The medical teams secured intravenous lines and provided oxygen and approximately 4L of fluid before extrication. A 46-year-old woman was extricated in 14 hours, a 19-year-old man in 16.5 hours, and an 18-year-old man 22 hours after the crash. All three worsened at the final moment of extrication. Their crush syndrome required resuscitation at the scene, and intensive care such as hemodialysis and limb amputation in hospitals. Two patients survived and one patient died on the fifth day due to multiple organ dysfunctions.

Now, the curriculum of the JDMAT training course includes lectures and introductory exercises with rescue teams to learn the importance and difficulties of confined space medicine at the scene.

Conclusions: Confined space medicine was provided successfully after the train crash. Knowledge of confined-space medicine is essential to medical and rescue teams. Further education and training curriculum must be created.

Keywords: confined space medicine; disaster; education; Japan; search-and-rescue; train crash; training

Prehosp Disast Med 2009;24(2):s127–s128

(M23) Survey of Student Attitudes Toward and Knowledge of Emergency Preparedness

David S. Markenson; Michael Reilly

New York Medical College, Valhalla, New York USA

Introduction: The possibility of natural disasters and public health emergencies, coupled with the possibility of terrorism, support the need to incorporate emergency preparedness into the curricula for every health professional school.

Methods: A survey methodology was employed to assess attitudes toward and knowledge of emergency preparedness among health profession students including schools of medicine, nursing, dentistry, and public health. The survey was targeted to graduating students, administered prior to the institution of an emergency preparedness curriculum, and then repeated as an annual survey.

Results: The survey found that 51.8% had been present at a disaster site as non-responders, while only 12.1% ever had been present as a responder. With regard to baseline classroom exposure, >50% reported no exposure to such key concepts as incident command, triage, all-hazards planning, surge, and aspects of terrorism. In addition, at the baseline, most students felt they had no competency in emergency preparedness. For example, only 10% of students felt competent with personal protective equipment. While exposure both as a responder and student was low, 82.5% of students felt that emergency preparedness should be a mandatory topic in their education. Lastly, with a minimal curriculum change students showed statistically significant increases on knowledge testing.

Conclusions: While exposure was low for emergency preparedness topics and most did not recognize how information they had been taught might be applicable to emergency preparedness, there was a strong desire for additional train-

ing. In addition, simple curricular adjustments can lead to significant improvements in knowledge.

Keywords: attitude; competencies; education; emergency preparedness; students; training

Prehosp Disast Med 2009;24(2):s128

(M24) Breadth of Emergency Medicine Training in Pakistan

Saroosh Ahmed;¹ Janet Lin²

1. University of Illinois at Chicago, Chicago, Illinois USA

2. University of Illinois at Chicago Department of Emergency Medicine, Chicago, Illinois USA

Introduction: Traditionally, emergency care in Pakistan has not been a priority because of lacking primary care. Resources and trained personnel are scarce. Cultural barriers often supersede the urgency of medical conditions. Despite these challenges, the value of emergency care is gaining significance. The objective of this study is to explore the breadth of emergency medicine training in Pakistan, through an analysis of a teaching hospital with an emergency medicine residency. Aga Khan University Hospital in Karachi is a teaching institution with the only emergency medicine residency program in the region. It was started in 2000, led by US-trained physicians, and laid the foundation for emergency medicine in the country.

Methods: A review and analysis of the curriculum and clinical duties will be conducted to illustrate the specific roles and training of emergency medicine physicians. A chart review of patients seen in the emergency department during a two-week period will be conducted to determine if the current training is appropriate for the patient population and diseases seen.

Results: This study will provide a view of a curriculum in development and report on unique aspects of the program in relation to other established emergency medicine programs throughout the world. Furthermore, different roles emergency medicine physicians may play in this particular hospital setting will be identified.

Conclusions: Aga Khan University Hospital is a pioneer in establishing emergency medicine as an official discipline in the region. Through an examination of how a program is developing in Pakistan, an invaluable look of how emergency medical care is gaining significance in developing nations will be provided. This will help other nations that are interested in developing such programs to do so.

Keywords: curriculum; education; emergency medicine; hospital; Pakistan; training

Prehosp Disast Med 2009;24(2):s128

(M25) Cultural Competency Education: A Challenge for the Humanitarian Workforce

Caroline Spencer; Frank Archer

Monash University, Department of Community Emergency Health and Paramedic Practice, Frankston, Victoria, Australia

Introduction: "Cultural Competency" is an increasingly important skill required by the humanitarian workforce. Reviews and evaluations of recent major international events criticize the lack of cultural competency skills among foreign