



Emergency Preparedness Point of Dispensing Training Evaluation for a School of Pharmacy & Nursing Students

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Background

- Public health Emergency Preparedness is the capability of the public health system, communities, and individuals to prevent, protect against, quickly respond to, and recover from health emergencies.¹
- A Point of Dispensing (POD) is a designated location by the local government where free medications, immunizations and medical supplies would be dispensed to local communities during public health emergencies such as natural disasters, disease outbreaks and acts of bioterrorism.²
- The significance of healthcare professionals being trained on an Emergency Preparedness POD implementation lies in their ability to effectively respond to public health emergencies.³
- There are very limited studies conducted on the evaluation of an Emergency Preparedness POD implementation and training for healthcare students.

Objective

- To evaluate perceptions of pharmacy, nursing students and faculties at a metropolitan school of pharmacy and nursing regarding their knowledge on roles of healthcare professionals and various skills such as problem-solving, communication and collaboration before and after participating in an Emergency Preparedness POD training.

Methods

- A cross-sectional designed, convenience sampling, pre-post survey was administered before and after an Emergency Preparedness POD training. The pre-post survey were statements based on the COEPA** outcomes to assess a difference in perceptions of participants' ability in applying various skills in an Emergency Preparedness setting.
- All statements were assessed by utilizing the Likert scale of (5) Strongly agree, (4) Agree, (3) Undecided, (2) Disagree, and (1) Strongly disagree.

** COEPA: Curriculum Outcomes and Entrustable Professional Activities of the American Academy of Colleges of Pharmacy (AACCP)

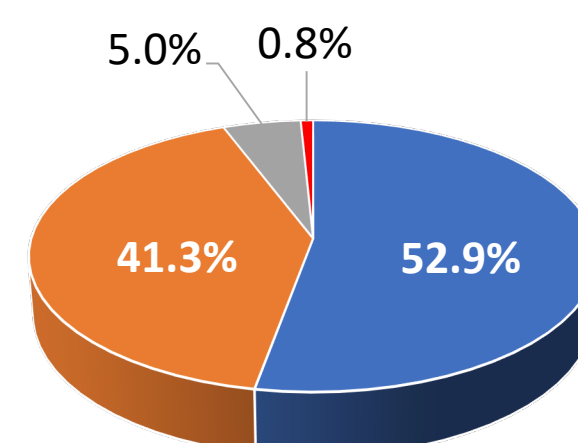
Results

Table 1. Pre & Post COEPA Outcomes Statements

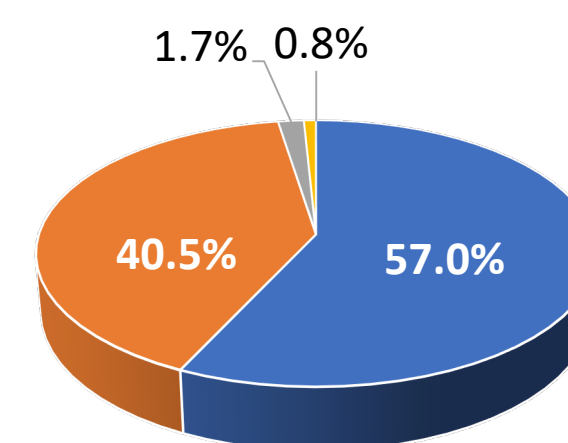
COEPA Statements	Pre-Post Survey (Pre N= 131; Post N= 121)	Strongly Agree N (%)	Agree N (%)	Undecided N (%)	Disagree N (%)	Strongly disagree N (%)
I am able to apply problem-solving skills to address problems & barriers during a POD	Pre	31 (23.7)	40 (30.5)	42 (32.1)	14 (10.7)	4 (3.1)
	Post	66 (54.5)	52 (43.0)	2 (1.7)	1 (0.8)	0 (0)
I am able to apply critical thinking skills to address problems & barriers during a POD	Pre	30 (22.9)	42 (32.1)	42 (32.1)	14 (10.7)	3 (2.3)
	Post	66 (54.4)	52 (43.0)	2 (1.7)	1 (0.8)	0 (0)
I am able to actively engage when interacting with or educating people during a POD	Pre	29 (22.1)	46 (35.1)	41 (31.3)	13 (9.9)	2 (1.5)
	Post	72 (59.9)	44 (36.4)	4 (3.3)	1 (0.8)	0 (0)
I am able to listen & communicate verbally when interacting with or educating people during a POD	Pre	34 (26.0)	51 (38.9)	31 (23.7)	12 (9.2)	3 (2.3)
	Post	72 (59.5)	46 (38.0)	2 (1.7)	1 (0.8)	0 (0)
I am able to engage & contribute as a healthcare team member during a POD	Pre	33 (25.2)	47 (35.9)	36 (27.5)	12 (9.2)	3 (2.3)
	Post	72 (59.5)	45 (37.2)	4 (3.3)	0 (0)	0 (0)
I am able to assess factors that influence the health and wellness of a population during a POD	Pre	29 (22.1)	48 (36.6)	39 (29.8)	12 (9.2)	3 (2.3)
	Post	67 (55.4)	46 (38.0)	8 (6.6)	0 (0)	0 (0)
I am able to develop strategies to address factors that influence the health and wellness of a population during a POD	Pre	28 (21.4)	45 (34.4)	43 (32.8)	12 (9.2)	3 (2.3)
	Post	64 (52.9)	45 (37.2)	12 (9.9)	0 (0)	0 (0)
I am aware of the role of healthcare professionals in Emergency Preparedness POD	Pre	34 (26.0)	46 (35.1)	34 (26.0)	13 (9.9)	4 (3.1)
	Post	72 (59.5)	47 (38.8)	2 (1.7)	0 (0)	0 (0)

Figure 1: Process Evaluation Outcomes

The orientation lecture before POD training was **informative** in providing background knowledge



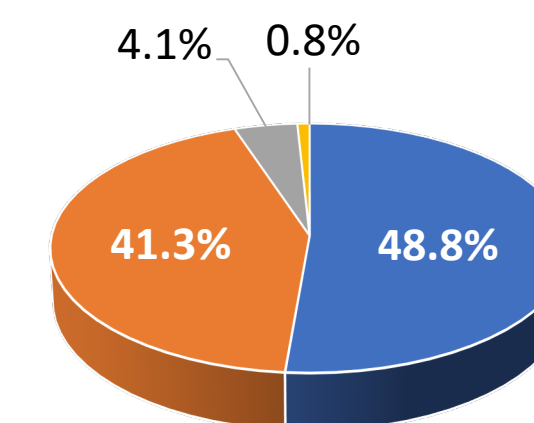
Participating in the POD training helped me to have a **better awareness** of the **value of emergency preparedness and response training programs** for the community



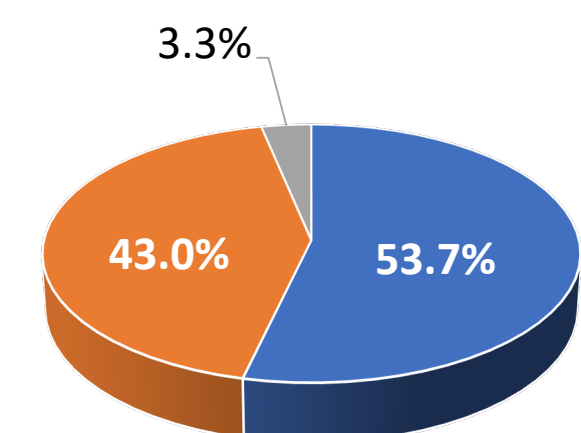
■ Strongly Agree ■ Agree ■ Undecided ■ Disagree ■ Strongly Disagree

Figure 2: Interprofessional Education Outcomes

Working with students from other healthcare professions **improved my understanding of the importance of interprofessional practice during an emergency situation**



Being able to work as an **interprofessional team member** is an important skill in my profession



■ Strongly Agree ■ Agree ■ Undecided ■ Disagree ■ Strongly Disagree

Conclusion

- By attending a POD training, school of pharmacy and nursing students and faculties have a better understanding of the roles of healthcare professionals in an Emergency Preparedness situation. They have increased perceptions of being able to apply their problem-solving, communication and collaboration skills.

Discussion & Future Direction

- This was the first POD training & collaboration between School of Pharmacy and Nursing, Public Safety and the Maryland Department of Health Medical Reserve Corps Network. We hope to include other developing health professions, programs, students, such as the Physician Assistant and Occupational Therapist programs.
- Future direction for research is to ensure the addition of unique identifiers to compare and statistically analyze pre- and post-survey data.

Literature cited

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