OBJECTIVES
To describe the implementation and effect of an emergency preparedness lab activity on student knowledge, willingness to participate in emergency preparedness training, current level of preparedness, and the importance of a pharmacist’s role in disaster response.

BACKGROUND
Pharmacists, as the most accessible healthcare professionals, are strategically positioned to be integral members of community emergency preparedness and response. The 2012-2013 AACP Professional Affairs committee identified emergency preparedness as an area underutilized by the pharmacy community that can have far reaching effects for advancing the profession. In addition, the American Pharmacists Association CEO blog, recently called on pharmacists to find a MRC unit and join before disaster strikes. This greater emphasis and the opportunities provided to the profession as a whole make it imperative that schools and colleges of pharmacy embrace this emphasis and begin integrating these skills and learning experiences into their curricula.

METHODS
A tabletop lab activity using three case-based scenarios (anthrax, pandemic influenza, and smallpox) was created as part of the Integrated Lab Sequence offered during the P2 year in conjunction with the infectious disease (ID) course. The primary focus was for students to create and validate emergency response plans in small groups and problem solve faculty planted plan failures on the fly. The curricular goal was to introduce emergency preparedness and increase student awareness of disaster response while incorporating demonstration of skills and understanding of underlying ID principles, communications, and management. Specific ID concepts targeted included disease transmission, prodromal phase, prevention, treatment, and vaccination.

RESULTS

Post-Survey Student Overall Perception of Laboratory Experience

<table>
<thead>
<tr>
<th>Knowledge question</th>
<th>Pre Survey</th>
<th>Post Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>My knowledge of this type of emergency event has increased</td>
<td>60%</td>
<td>70%</td>
</tr>
<tr>
<td>My understanding of my role in an emergency event has increased</td>
<td>70%</td>
<td>80%</td>
</tr>
<tr>
<td>My understanding of the roles of others has increased</td>
<td>60%</td>
<td>70%</td>
</tr>
<tr>
<td>I feel more confident in my personal ability to respond to an emergency</td>
<td>70%</td>
<td>80%</td>
</tr>
<tr>
<td>This scenario generated productive discussion</td>
<td>50%</td>
<td>60%</td>
</tr>
<tr>
<td>Overall, the exercise was helpful</td>
<td>60%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Knowledge question
All hospitals have a disaster response plan?
- Pre Survey: 79%
- Post Survey: 82%

During a public health emergency/declared state of emergency all dispensed medications must have a prescription as defined by the National Association of Boards of Pharmacy?
- Pre Survey: 78%
- Post Survey: 70%

Out of state pharmacists cannot perform dispensing functions during a declared “state of emergency” in the state of Louisiana unless:
- Pre Survey: 54%
- Post Survey: 73%

Mean respondent score for all knowledge questions:
- Pre Survey: 73.9%
- Post Survey: 74.9%

Pre & Post Survey Items and Response Comparison

Survey Items
<table>
<thead>
<tr>
<th>Pre Survey Median (Mean)</th>
<th>Post Survey Median (Mean)</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>On a scale of 1 to 10 how willing are you to participate in a formal emergency preparedness training?</td>
<td>8 (7.3)</td>
<td>8(7.3)</td>
</tr>
<tr>
<td>How would you describe your current level of preparedness to respond and aid in an emergency situation (natural disaster, bioterrorism, pandemic, etc.)?</td>
<td>3(3.3)</td>
<td>4.5(4.1)</td>
</tr>
<tr>
<td>Pharmacists can play an important role in disaster response?</td>
<td>5(4.5)</td>
<td>5 (4.0)</td>
</tr>
</tbody>
</table>

Selected Student comments:
- All this lab taught me is how unprepared I am for emergencies!
- Favorite lab of the semester
- Very hands on. Interesting
- Really fun, gave me a view of other opportunities as a pharmacist
- Will not use this at all, too time consuming
- This lab felt very rushed and that too much was trying to be done in too little time
- Felt like I was clueless the majority of the time
- Seems somewhat real life and was very intense and exciting

CONCLUSIONS
Using an emergency preparedness tabletop exercise allowed students to utilize and incorporate previous knowledge and skills in a new and challenging way. Further research on how to incorporate emergency preparedness learning and activities into pharmacy curricula is needed specifically highlighting incorporation of interprofessional education, areas of implementation other than practical labs, and different focus topics (i.e. pharmacy management, health systems, etc.) incorporated into emergency preparedness learning.