



United States Department of
Health & Human Services

Office of the Secretary
Office of the Assistant Secretary for
Preparedness and Response (ASPR)

PAHPA Stakeholders Meeting Education and Training

**November 8, 2007
Washington, D.C.**

Outline

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Overview: Education and Training

- Introduction
 - Public health and medical systems comprise a critical infrastructure that is integral to providing the early recognition and response necessary for minimizing the effects of catastrophic public health and medical emergencies.
 - The Pandemic and All Hazards Preparedness Act mandates that curricula be developed to further this process
- Background
 - There are 3 programs at HHS addressing education and training in the area of Public Health Emergency Preparedness
 - ❖ Centers for Public Health Preparedness (CPHP)
 - ❖ The Bioterrorism Training and Curriculum Development Program (BTCDDP)
 - ❖ CDC University's School of Preparedness and Emergency Response (SoPER)



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Overview: Statutory Requirements

- *Clinical*
 - *shall develop core health and medical response curricula and trainings by adapting applicable existing curricula and training programs to improve responses to public health emergencies*
- *Public Health*
 - *shall facilitate the development of a competency-based training program to train public health practitioners.*
 - *shall establish core curricula based on established competencies leading to a 4-year bachelor's degree, a graduate degree, a combined bachelor and master's degree, or a certificate program, for use by each Center.*
- *Laboratory*
 - *shall establish a core curriculum and training requirements for workers in maximum containment biological laboratories*

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Education and Training Focus

- Although much has been done to improve the overall awareness and recognition of public health and medical emergencies, additional efforts are required
- Establishing a core curriculum, continuing education program, and refresher requirements will allow our clinical, laboratory and public health professionals to safely and competently recognize, prepare for and respond to disasters of all types.
- This new agenda will be all inclusive, interdisciplinary and integrated, providing a core, consistent education and training foundation.

Major Accomplishments to Date

- Centers for Public Health Preparedness (CPHP)
 - On September 25, 2007, CDC senior leaders engaged the Centers at the annual CPHP All Hands meeting through presentation and panel discussion. The purpose of the presentations and panel discussion was to clarify the Centers' role in implementing PAHPA training and education directives, and announce that the fifth year of the current CPHP cooperative agreement would be executed.
- School of Preparedness and Emergency Response (SoPER)
 - CDC's internal curriculum planning activities has resulted in a NIMS compliant, competency-aligned, custom curricula mapped to CDC public health responder roles.

Major Accomplishments to Date

- BTCDP
 - Since Sept 2003 through August 2006, the BTCDP Continuing Education component has provided approx 430,000 training opportunities to medical care professionals and first responders
 - An additional 420,000 trainings are expected between Sept 2006 and August 2007
 - These trainings represent health care providers of all disciplines over 40 States and territories
 - 19 awards were distributed for 2007

- CPHP

- Assuming Congressional appropriations for the Center for Public Health Preparedness (CPHP) program are provided to CDC, COTPER plans to:
 - 2008:
 - Engage the Associated Schools of Public Health (ASPH) and Centers in inventorying existing CPHP products/programs against a standard set of data elements.
 - Make progress on PAHPA Academic-based Core Curriculum and Competency-based Training Program Curriculum development through contracts.
 - 2009:
 - Create a new CPHP Training/Education cooperative agreement announcement tailored to meet PAHPA curricula development, implementation, and evaluation provisions.
- NOTE: Current CPHPs cannot participate in PAHPA-related implementation activities because it will give them an unfair advantage on any / all new contracts and cooperative agreement announcements.



ASPR Next Steps

- CDC University's School of Preparedness and Emergency Response
 - In FY08, CDC will plan, deliver, and evaluate a competency-aligned curriculum of preparedness and response courses to the CDC Workforce. Lessons learned from this curriculum will be applied to PAHPA core curricula planning activities.



ASPR Next Steps

- BTCDP

- Before the end of the calendar year, the draft results of the evaluation of the BTCDP from 2003-2007 will be released.
 - ❖ This evaluation was conducted by the George Washington University and will be provided in the form of a report to all BTCDP grantees.
- In the Spring of 2008, the BTCDP ASPR-Grantee Conference will take place in Washington, D.C.
 - ❖ All previously- and currently-funded BTCDP grantees will be invited to attend.
 - ❖ The conference will provide ASPR and other federal grantees the opportunity to review the results of the GWU evaluation,

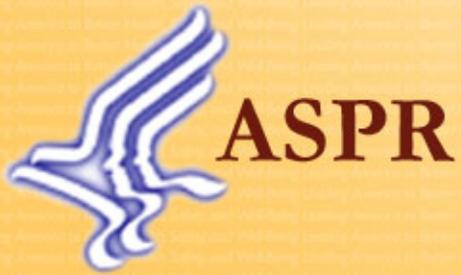


Homeland Security Presidential Directive #21

- (37) Within 1 year after the date of this directive, the Secretary of Health and Human Services, in coordination with the Secretaries of Defense, Transportation, Veterans Affairs, and Homeland Security, and **consistent with section 304 of PAHPA, shall develop a mechanism to coordinate public health and medical disaster preparedness and response core curricula and training across executive departments and agencies, to ensure standardization and commonality of knowledge, procedures, and terms of reference within the Federal Government** that also can be communicated to State and local government entities, as well as academia and the private sector.
- (38) Within 1 year after the date of this directive, the Secretaries of Health and Human Services and Defense, in coordination with the Secretaries of Veterans Affairs and Homeland Security, **shall establish an academic Joint Program for Disaster Medicine and Public Health housed at a National Center for Disaster Medicine and Public Health at the Uniformed Services University of the Health Sciences. The Program shall lead Federal efforts to develop and propagate core curricula, training, and research related to medicine and public health in disasters.** The Center will be an academic center of excellence in disaster medicine and public health, co-locating education and research in the related specialties of domestic medical preparedness and response, international health, international disaster and humanitarian medical assistance, and military medicine. Department of Health and Human Services and Department of Defense authorities will be used to carry out respective civilian and military missions within this joint program.

What does this all mean?

- Work to be done
 - Greater and mandated coordination of federal partners around disaster education and training
 - HHS, DOD, DOT, VA, DHS
 - With resources, the development of a standardized, core federal disaster curriculum and training program for public health and medical professionals
 - Target audiences will be analyzed, defining audiences by discipline, responder role, and sector.
 - Existing, validated competency models will be evaluated for applicability to defined target audiences and core competencies will be selected and vetted
 - Existing curricula design standards, credentialing requirements, mandatory training requirements and training products will be evaluated
 - Instructional delivery systems, procedures, and accountable parties will be identified and a cost analysis will be developed.



Q and A

Thank You!

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