

years of clinical practice, and practice specialty), international background (volunteer work, disaster relief), global health education interest (obtaining training, specialties desired), and course specifics (length, format, and cost).

**Results:** A total of 624 surveys were returned for a 10.6% response rate. Of that group, 88.1% expressed interest in global health and 75.8% in a training course. Data analysis of this group showed that it consisted largely of physicians practicing for 15–34 years (mean = 23.8) and 45–64 years of age (mean = 55.8). Answers to course-specific questions indicated physician concerns about course time and educational interests based on differing clinical background.

**Conclusions:** Oregon physicians are interested in international healthcare education. To meet this need, a global health course has been developed at the Oregon Health and Science University (OHSU).

**Keywords:** curriculum; education; global health; physicians; training  
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### (M7) Emergency Medicine International Observational Fellowship: An Educational Model for International Academic Emergency Medicine

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**Introduction:** Emergency medicine continues to grow as an international specialty. With >30 countries developing emergency medicine training, supporting international physician education is imperative. The proposed Emergency Medicine International (EMI) observational fellowship is a systematic model for the academic and experiential training of future leaders.

**Methods:** This program is a result of interest in academic emergency medicine and the responsibility of the educational institution. A literature review on the international development of emergency medicine was performed and the weaknesses were assessed. Based on this review, the goals for EMI are providing: (1) leadership; (2) exposure to education training models; and (3) research instruction. The EMI structure consists of four blocks: (1) emergency medicine clinical rotations; (2) emergency medical services (EMS) experience; (3) medical toxicology exposure; and (4) emergency medicine operations/administration. All blocks are tailored to the training background and interests of participants such as focusing on education methodology (conference organization, simulation) or departmental operations (quality improvement, faculty development). Overlapping all blocks is crucial to education in research methodology and evidence-based practice of medicine.

**Results:** Assessment of the program includes pre-/post-survey completion by participants and yearly post-fellowship contact tracking the development of emergency medicine in their country.

**Conclusions:** While different types of organizations can assist in other ways, only academic emergency medicine can help grow and mentor faculty to expand the specialty worldwide.

**Keywords:** education; educational model; emergency medicine; Emergency Medicine International; international; training  
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### (M8) Sri Lankan First Responders Trained in the United States

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**Introduction:** Following the response to the devastating 2004 tsunami, Medical Teams International's (MTI) Emergency Medical Services (EMS) program has worked directly with the Government of Sri Lanka to develop a comprehensive EMS system. In September and October 2008, a delegation of eight Sri Lankan EMS instructors visited Oregon and Washington for advanced instructor training in EMS skills and observation of local and governmental EMS agencies. The delegation participated in >1,300 hours of combined classroom education and direct provider observation experiences. Following the visit, the delegation was given a 10-question post-event survey to measure their perception of the effectiveness of this type educational exchange.

**Methods:** A Web-based survey tool was utilized to elicit responses from the participants. Questions consisted of open-ended and ranked questions. The survey period was 30 days and there was a 60% response rate.

**Results:** The participants felt this opportunity was useful and beneficial to the ongoing development of the EMS system in Sri Lanka. Additionally, participants indicated that the classroom experience was the most important aspect of the visit. An unanticipated response was that the participants were impressed with the concept of collaborative teamwork and unity that exists within US fire departments and EMS agencies.

**Conclusions:** Future exchange programs should focus more on classroom experiences and less on ride-along type experiences. Additionally smaller groups may allow for greater one-on-one peer education opportunities. This exchange provided participants with opportunities that are not currently available in Sri Lanka. The participants in this exchange will utilize the knowledge from this exchange for many years to come.

**Keywords:** emergency medical services; education; exchange; Sri Lanka; training  
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### (M9) Simulation Exercise in International Disaster Relief for Graduate Students

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**Introduction:** Education of graduate students in international disaster relief (IDR) is important. The authors introduced this practical education in Saga University in Japan.

**Methods:** The authors performed a mass casualty disaster exercise involving the simulated IDR from 06 October to 08 December 2008 (every Monday, for two hours/week, for a total of 12 hours). The exercise was designed to simulate the medical relief operation of the Indian Ocean tsunami that occurred in December 2004. Logistical functions also were involved. Thirteen students participated the exercise, and they