

care during a public health emergency is dependent upon the rapid and coordinated efforts of appropriate community providers and local and State public health response systems.

Effective responses to public health emergencies require close collaboration among healthcare providers, medical specialists and other health professionals involved in patient care, the public health system, and the emergency response system. To achieve such a collaborative environment, it will be necessary to implement new models of undergraduate/graduate curricula and continuing education for health professionals that broaden public health knowledge and ensure that essential multidisciplinary and interdisciplinary collaborative responses to emergencies will occur.

It is expected that the training supported with these funds will involve a two-tiered approach—that will not only provide the discipline specific knowledge, skills and abilities needed to recognize, treat, and efficiently report instances of a terrorist event, but also will prepare the learners to participate in a multidisciplinary terrorist response. Each course of study shall include both discipline appropriate clinically oriented material and the team collaboration/coordination needed to respond to terrorist events. These activities will outline the integrated professional roles and responsibilities inherent in a community response and may include participation in drills, exercises and/or simulations.

Authorizing Legislation: These applications are solicited under section 319F(g) of the Public Health Service Act as amended by section 105 of the Public Health Security and Bioterrorism Response Act of 2002, Pub. L. 107–188 and the Consolidated Appropriations Resolution, 2003 (Public Law 108–7), which provides approximately \$26 million to support the training of a workforce of healthcare professionals to address Bioterrorism and other public health emergencies.

1. Eligible Applicants for Continuing Education: The entities eligible to apply for this program are academic health centers; other public or private nonprofit accredited or licensed health professions schools; other educational entities such as professional organizations and societies; private accrediting organizations; other nonprofit institutions or entities including faith-based organizations and community-based organizations; and multi-state or multi-institutional consortia of various combinations of these eligible entities.

(a) The applicant must demonstrate the ability to provide training to the full range of health care providers in an entire State, in a region of a State, or in a multi-State region, either by its own efforts or through partnerships or subcontracts.

(b) Applicants shall demonstrate, through programmatic descriptions and letters of support, linkages and relationships with entities that provide emergency preparedness and response training, including but not limited to the State Designated Agency for Emergency Preparedness, HRSA Hospital Preparedness Program awardees, the CDC Health Preparedness and Response for Bioterrorism Program awardees and the Metropolitan Medical Response System Participants. A comprehensive coordinated multi-disciplinary approach must be undertaken to effectively meet the needs without replication and redundancy.

(c) Applicants must establish and maintain a programmatic advisory board with members including representatives from the HRSA Hospital Preparedness Program, the CDC Public Health Preparedness and Response for Bioterrorism Program, an academic health center, other health professions schools, and both health service providers and consumers from the area served by the program. This advisory board shall meet no less than twice a year.

Targeted Trainees

The targeted trainees are both hospital and community-based health care providers, including, but not limited to, those serving in public and private hospitals, Community Health Centers, Migrant Health Centers, Federally Qualified Health Centers, National Health Service Corps sites, and private and group practice.

ESTIMATED NUMBER OF CONTINUING EDUCATION HEALTH PROFESSIONS TRAINEES

Target profession	Annual number to be trained
NHSC Providers	500
Health Center Administrators	500
Allied Health Providers	5,000
Nursing	10,000
Medicine	10,000
Nurse Practitioners	1,000
Physician Assistants	1,000
Dentists	1,000
Pharmacists	1,250
Mental Health Providers	1,500
Public Health Providers	1,000

ESTIMATED NUMBER OF CONTINUING EDUCATION HEALTH PROFESSIONS TRAINEES—Continued

Target profession	Annual number to be trained
Others to include EMS and Veterinarians	5,250
Total	38,000

In selecting from among the most highly ranked applications, efforts will be made to balance awards to achieve broad professional and geographical distribution.

2. Eligible Applicants for Curricular Enhancement: The entities eligible to apply for this program are public or private nonprofit accredited or licensed health professions schools; other educational entities such as professional organizations and societies; and other nonprofit institutions or entities including faith-based organizations and community-based organizations. Eligible entities, if not a health professions school, must include in their application the participation (*i.e.*, through partnerships/subcontracts) of such a school to implement the curricular enhancement. In selecting from among the most highly ranked applications, efforts will be made to balance the distribution of awards across the following types of health professions schools: Medicine, Nursing, Mental Health, Allied Health, and others. These awards will develop best practice models by piloting both the professionally specific curriculum and the curriculum enhancement process to be widely disseminated to other academic institutions across the country upon project completion.

Applicants shall demonstrate through programmatic descriptions and letters of support that the funds awarded will be utilized to support multidisciplinary training consisting of no fewer than three health care disciplines.

Awardees will:

1. Adapt/refine existing curricula or if necessary, develop new curriculum addressing their students' knowledge, skills and abilities to:

(a) Recognize indications of a terrorist event in their patients;

(b) Provide acute care in a safe and appropriate manner;

(c) Rapidly and effectively alert the public health system of such an event at the community, State, and national level; and

(d) Coordinate their response as part of a multi-disciplinary team approach to a terrorist event.