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# Student's Assistance and Contribution to their Community after participating in an Emergency Preparedness Inter-Professional Collaborative Practice Simulation

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## Introduction

- ❖ Increased need for emergency preparedness
  - Terrorism
  - Natural disasters
  - Man-made disasters
- ❖ Lacking ability to put didactic education into action as needed
- ❖ Minimal interprofessional collaboration in education and practice
- ❖ Lack of emphasis on community participation beyond in the workplace

## Purpose

- ❖ Provide an EP IPCP mass casualty simulation (MCS) experience
- ❖ Identify assistance levels after participating in an EP IPCP MCS
- ❖ Identify perceptions of community contributions
- ❖ Enhance the INACSL Standard Simulation Enhanced Interprofessional Education (Sim-IPE)

## Methodology

### Design

A mixed methods design was conducted  
 Purposive sampling

### Sample

Student's (N = 266) enrolled in a shared class period, from F15 to W17 on a rural university campus

School of Education (n = 48)

## Procedure



- ❖ Institutional Review Board approval obtained from Southern Adventist University
- ❖ Informed consent obtained from all participants
- ❖ Students attended pre-simulation orientation:
  - Worship
  - Self-care training
  - START triage refresher
  - Students identified ICS leaders

- ❖ The students "responded" to the MCS simulation
- ❖ Immediately following the MCS simulation, students were divided into small groups and participated in:
  - Quantitative online survey using smart phones and iPads
  - Qualitative role-specific group interviews were recorded
- ❖ Recordings were transcribed into electronic format, reviewed for accuracy, and analyzed with constant comparison

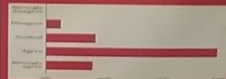


## Research Questions

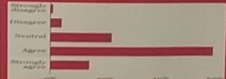
After participating in an MCS what is your willingness to contribute to your

## Results

The participants self-reported their willingness to assist and respond to a MCS:



Better prepared to contribute to their community:



The comments indicate how beneficial the EP IPCP MCS was to the students:

- "I felt it was eye opening."
- "It was realistic for us. I would do it again."
- "I felt like we worked as teams pretty well."
- "It was very different than what we normally do as nurses... more critical in the moment... we make our own decision instead of relying on the doctor."
- "Shootings are becoming more and more popular in the United States and for me it really hit home."

## Implications

- ❖ Incorporating EP-IPCP into nursing program curricula as indicated by the Sim-IPE Standard from the International Nursing Association for Clinical Simulation and Learning (INACSL, 2016) is vital in the context of evidence-based best practice education of future professional care providers to be ready to respond to community disasters
- ❖ This includes investing in preparing service minded students for responding to the varied threats faced by society across cultural and community boundaries
- ❖ Furthermore, by providing a cross-discipline approach to emergency preparedness, future nurses will be able to effectively and efficiently provide relevant and timely response in case of community emergencies.
- ❖ True transformative nursing education prepares and promotes readiness in nursing practice at all levels
- ❖ From novice to expert, nurses must acquire the skill set to triage mass casualty patients, employ treatments and foster collaboration with other providers



## References