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5-2016

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

Elizabeth Scott

Southern Adventist University

Ronda Chrstman

Southern Adventist University

Sonia Wrate

Southern Adventist University

Rebecca Retzer

Southern Adventist University

Laura Racovita-Szilagyi

Southern Adventist University

See next page for additional authors

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Recommended Citation

Christman, R. M., Baksh-Griffin, M., Wrate, S.K., Scott, E.J., Racovita-Szilagyi, L., Laughlin, F., Gettys, C.F.M., & Kirshmann, B.H. (2016, May). Students' comfort level and preparedness in participating in an interprofessional collaborative practice mass casualty simulation. Paper presentation at Teaching to Transform for the New Reality of Nursing Practice. The 12th Annual Nursing Faculty Development Workshop at University of Kentucky. Lexington, KY.

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Authors

Elizabeth Scott, Ronda Chrstman, Sonia Wrate, Rebecca Retzer, Laura Racovita-Szilagyi, Cynthia Gettys, and Brooks Kirschmann

Elizabeth J. Scott, PhD, MSN, RN Ronda M. Christman, PhD, MSN, RN, Sonia K. Wrate, MSN, RN Rebecca L. Retzer, MSN, RN
 Laura Racovita-Szilagi, PhD, MSW, Cynthia M. Gettys, PhD, & Brooks H. Kirschmann, BS
 Southern Adventist University

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 = 45)

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

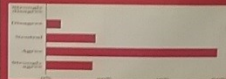


Research Questions

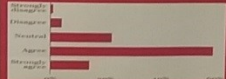
After participating in an MCS what is your willingness to contribute to your

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