

AHSRA 2019 EP Abstract

Perilous Times Call for Emergency Preparedness

Mini abstract

As disasters become more frequent it is important that people are ready to respond. University students along with community volunteers learn with and from each other during a disaster simulation. Learn how participant's perceptions of spirituality and civic engagement has changed following a disaster simulation.

Proposal

Background

As disasters become more prevalent on this earth there is a greater need for people to be ready to respond to any situation. Driving home from school/work one day we may come across a vehicle pile-up on the highway and may be the first one to respond to the situation. It is the goal of this team to adequately prepare our students and community members to be ready to respond. Students from the schools of Religion, Social Work, Nursing, Education/Psychology, and Journalism/Communication along with volunteers from the community, come together to learn with and from each other in an emergency preparedness simulation.

Simulations can also be a time to expose what skills are lacking or needing enhancing. Providing students an opportunity to see what skills are needed to be improved upon, is a beneficial experiential learning experience (Rafferty et al., 2017). On the other end of the spectrum, simulation-based learning can help students feel more confident in their practice (Mohamed et al., 2016). Either way, providing evidence-based simulation learning experiences are beneficial. Students can learn from and with each other in their various roles (Austin et al., 2014). Unfortunately, we live in unstable times. Therefore, schools need to have a disaster plan to be prepared for the unthinkable (Blinici, 2014).

Providing an evidence-based disaster simulation is very beneficial for students, the university, and the community. The problems explored in this study are participants' perceptions of civic engagement and spirituality following an evidence-based simulated emergency preparedness interprofessional collaborative practice simulation (EP IPCP).

Methods

This exploratory mixed methods design has been conducted each semester for the past four years. The sample consists of university students and community volunteers. The simulation day began with welcome and worship, then a pre-brief including self-care, START-triage, a facility overview, then the disaster simulation, which is followed by a recorded "hot-wash" debrief session. Following the hot-wash, the participants are invited to participate in the online survey. Data collected populates a Google sheet for data analysis. The recordings are transcribed into electronic format for thematic analysis with constant comparison.

Results

Of the 426 participants, the well over three-quarters (79%) felt that civic engagement is an important element for college students. The overwhelming majority (91%) felt that giving back to their community is an important element in civic engagement. The majority (88%) feel that spirituality is an important element in emergency preparedness. The results from this study will add to the body of knowledge currently available on disaster simulation.

Implications

Providing students and community members a space to learn with and from each other is of vital importance. Providing the participants in evidence-based simulation experiences will help equip them with the skills needed to respond. No one knows what the future holds, but as Adventists we know Who holds the future. We know that end times will be filled with disasters, therefore it is imperative that we are prepared and ready to respond when the need arises.

References

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