

Does the Advanced Disaster Life Support (ADLS) Course Increase Student Nurses Knowledge of Disaster Response?



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Background

- ❖ In the last two decades, over 2.6 billion people have been affected by both natural and technological disasters (WHO, 2011).
- ❖ Federal Emergency Management Agency (FEMA) declares a disaster at least once per week (FEMA, 2011).
- ❖ The frequency of the occurrence of these catastrophic events requires nurses of all levels to be able to access quality evidenced-based education in order to prepare them to respond effectively (Alfred et al, 2015).
- ❖ Despite a natural mandate to include disaster related content in nursing curricula, no standardized approach has been developed (AACN, 2008)

Intervention

The ADLS course is a 2-day educational intervention delivered via a blended approach which utilizes didactic and moulage.

Design

Pre- and post-intervention questionnaire delivered electronically via Qualtrics survey software. Data collected at baseline and then one week after the final moulage of the course. Thematic analysis conducted from open ended questionnaire comments

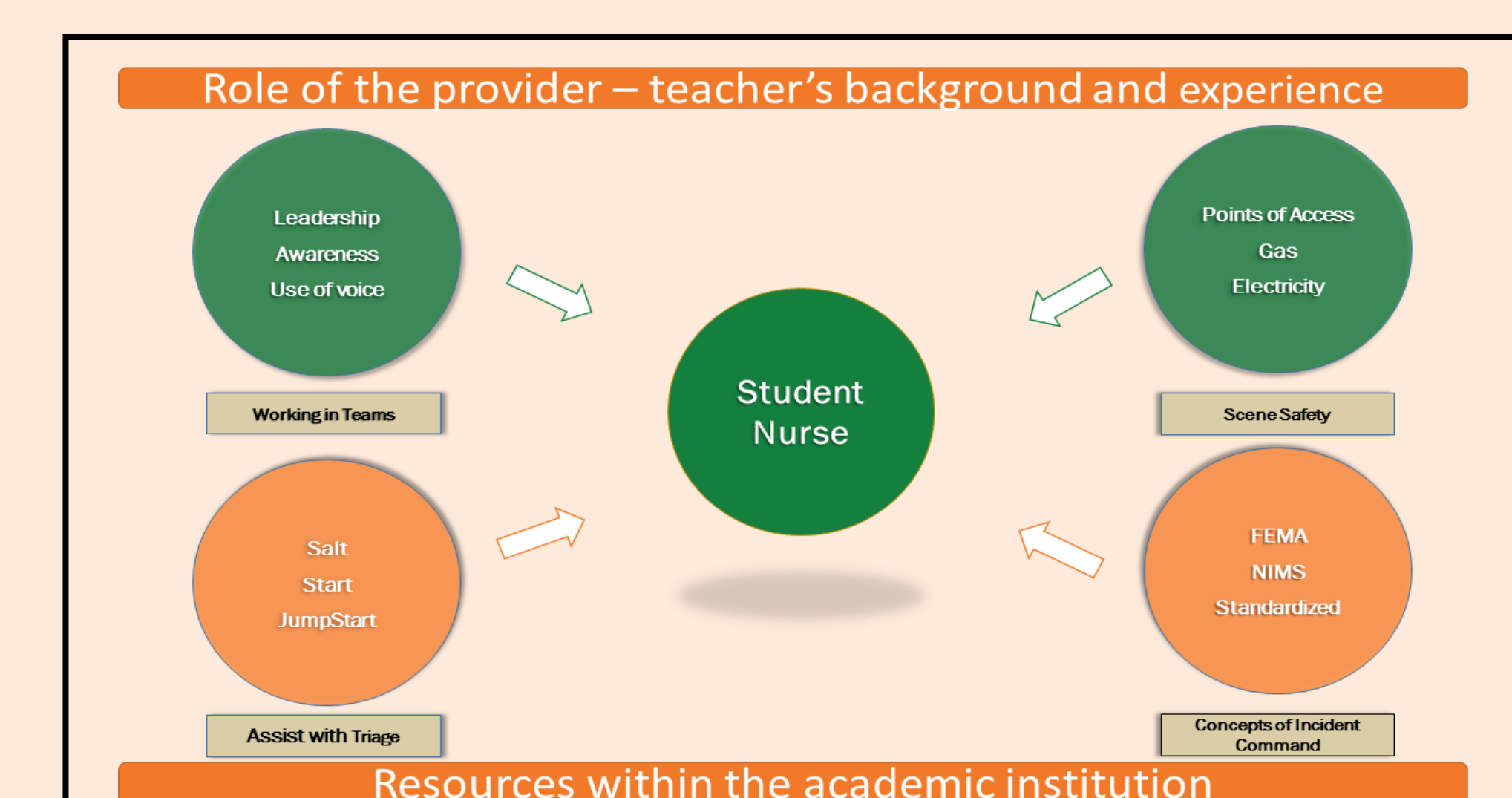
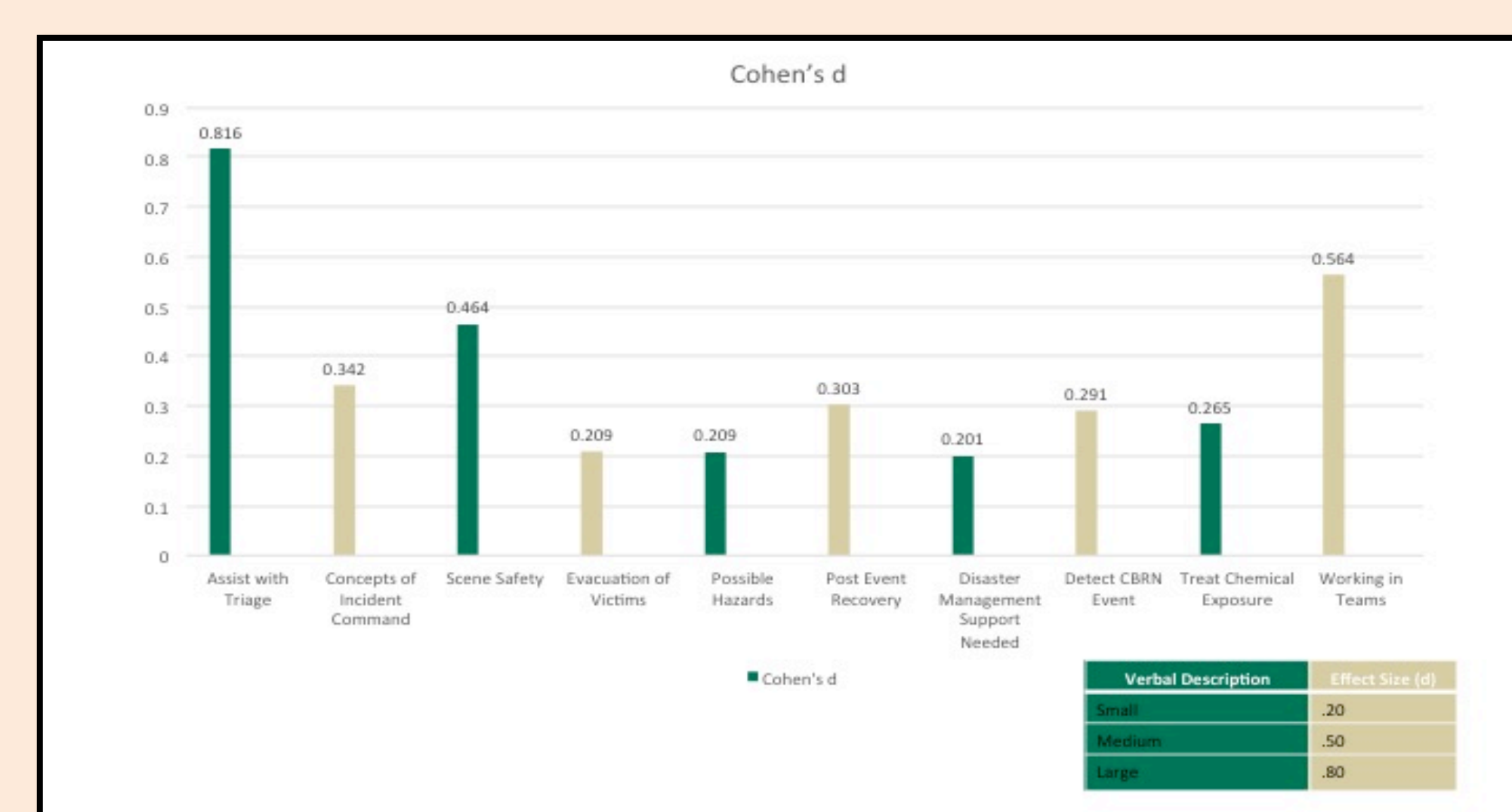
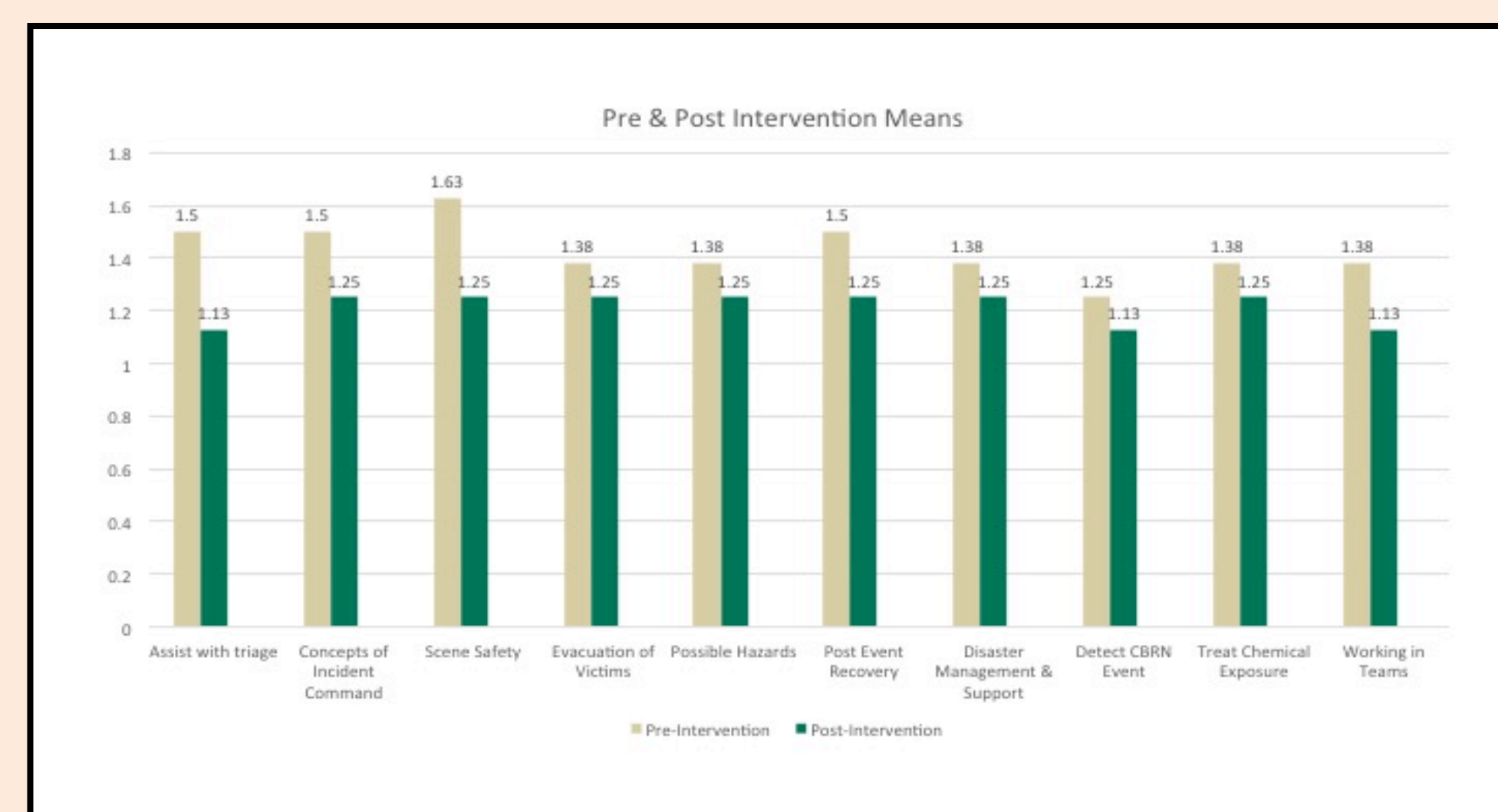
Sample

14 student nurses received the pre- and post-course questionnaire. A total of 8 student nurses completed both the pre- and post-questionnaire (n)=8.

Setting

This quality improvement project was conducted in the College of Nursing at the University of South Florida (USF) in Tampa.

Results



Conclusions

- ❖ Education improved all aspects of disaster competencies.
- ❖ Triage and working in teams had the highest Cohen's d.
- ❖ Scene safety received a medium effect Cohen's d.

More opportunities to practice START, SALT and JumpSTART
Faculty must maintain triage teaching skills

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- **University of South Florida, College of Nursing**

References

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