The Effects of Baccalaureate Nursing Students’ Participation in a Community-Wide Disaster Drill on Perception of Interprofessional Education
Laura R. Madden, MSN, RN, CCRN
PhD Student
Georgia Baptist College of Nursing of Mercer University

Introduction
Interprofessional education (IPE) is used as a means to improve the quality, safety, and efficiency of patient-centered care (IOM, 2001; WHO, 2010).
IPE is best accomplished through interactive, experiential learning (Reeves et al., 2013).
Small, rural colleges may not have other disciplines with which to collaborate and must find creative ways to involve students in IPE (Missen et al., 2012).
The purpose of this study was to examine the effects of participation in a community-wide disaster drill on baccalaureate nursing students’ perceptions of interprofessional education in a small, rural college setting where there were no other health care professional students with which to collaborate.

Methods
- Pretest/posttest design
- Interdisciplinary Education Perception Survey (IEPS) was given before and after nursing student participation in a community-wide disaster drill (Cronbach’s alpha 0.87)(Luecht et al., 1990).
- Convenience sampling of nursing students from one college in the Southeastern United States
- Sample size: N = 82 (22 seniors from main campus, 23 seniors from satellite campus; 37 juniors from both campuses)
- Senior students were the first responders; junior students were the victims.
- The disaster drill took place on the main campus during spring semester.

Results
- A one-way between-groups analysis of variance was conducted to explore the effects of student participation in a community-wide disaster drill on levels of perception of IPE.
- For analysis, participants were divided into four groups according to campus and year in the nursing program.
- While there were no statistically significant changes between the pre and posttest surveys, all groups showed an improvement in their overall perception of IPE (possible range of scores of 18 to 108; pretest scores averaged 87.4, posttest scores averaged 89.9).
- The seniors on the main campus were the most involved in the planning of the student participation and showed the greatest improvement in overall perception (6% improvement, compared to 3% for seniors on satellite campus, 1.5% for the main campus juniors and 0.6% for satellite campus juniors).

Conclusions
- Experiential learning, such as a student involvement in a disaster drill, positively improves student’s perceptions of interprofessional collaboration.
- The more students are involved in planning and executing experiential learning, the greater the improvement in student perception of IPE.
- Limitations of the study included single-site and small sample size. Due to logistics, the posttest survey was administered immediately after the disaster drill for only the main campus seniors, which may have contributed to the results.

Clinical Implications
- Health science programs of all sizes can utilize student involvement in interactive, experiential learning for positive IPE results.
- Situational awareness forces students to consider the value of others in a collaborative setting.

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References
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