Scoping Nursing’s Roles in Disasters through Participation in Community Disaster Drills

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Background

- Major nursing organizations endorse disaster nursing education
- International Council of Nurses developed disaster nursing competencies in 2009
- Nurses lack confidence and education to participate in disaster activities
ICN Framework of Nursing Competencies

- Centered on four phases of disasters
- Includes health promotion/illness prevention
- Policy development
- Education
- Communication
- Ethics
- Population health
Defining Disasters

- Emergencies can be predicted or sudden but manageable with local, available resources.

- Disasters are broadly defined as events whose “needs exceed immediately available resources.”

- “All disasters begin locally” --FEMA
Background

• Disaster nurse course, 3 units
  – Semester long disaster introduction
  – Focus on contextualizing disasters

• American Red Cross Student Nurse Disaster Course
  – Free four hour hybrid course

• FEMA disaster courses
  – Free online certifications
Purpose

• To discuss educational opportunities related to disaster nursing and identify potential nursing roles in the phases of disasters through participation in various disaster drills, activities in the community, and interaction with key agencies/stakeholders.
Conceptual Frameworks

- FEMA’s Disaster Framework
- Health Belief Model
- Composite Cognition (A New Construct)
- Bloom’s Taxonomy
- Volunteerism And Human Behavior Models
FEMA’s Disaster Framework

Emergency Management Cycle

Prevention - Mitigation

Response

Preparedness

Recovery
Health Belief Model

- Perceived susceptibility
  - Factor 1
  - Factor 2
- Perceived seriousness
  - Factor 1
  - Factor 2
- Perceived benefits
  - Factor 1
  - Factor 2
- Perceived barriers
  - Factor 1
  - Factor 2

Perceived threat

Outcome expectations

Self-efficacy
Composite Cognition

Lower-Level Cognition
- Remember (Knowledge)
- Understanding (Comprehension)

Higher-Level Cognition
- Apply (Application)
- Analyze (Analysis)
- Evaluate (Evaluation)
- Create (Synthesis)

Critical Thinking Cognition
- Assessment
- Planning
- Implementation
- Evaluation
THREE DOMAINS OF LEARNING

Cognitive Domain (Knowing/Head)
- Mental Skills (*KNOWLEDGE*)

Psychomotor Domain (Doing/Hand)
- Manual or physical skills (*SKILLS*)

Affective Domain (Feeling/Heart)
- Growth in feelings or emotional areas (*ATTITUDE*)

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Volunteerism & Human Behavior Models

Volunteerism is the policy or practice of volunteering one’s time or talents for charitable, educational, or other worthwhile activities, especially in one’s community.
Volunteerism & Human Behavior Models

- Volunteerism examined through numerous Human Behavior Models such as:
  - Maslow’s Hierarchy on Needs
  - Social Learning Theory
  - Empowerment Theory
  - Systems Theory
Nurses must work with others in healthcare and community systems to enhance community resilience.
Disaster Activities for Nurses

- Primary Personal Preparedness for self and family
- Describe emergency, disaster, crisis
- Recognize hazard vulnerabilities in your area of practice
- Identify local sources of assistance
- Know ICS, NIMS, HICS

- Register and volunteer with professional disaster organizations
- Gather supplies for disasters (for personal and professional preparedness)
- Teach/promote disaster preparedness in workplace and community
Disaster Activities for Nurses

- Identify disaster nursing roles in area of practice (acute care, public health, etc.)
- Discuss legal and ethical issues related to disasters and disaster nursing practice
- Review organization’s EOP
- Participate in disaster exercises

- Know roles and relationships of local, regional, state, federal agencies in disasters
- Practice crisis communications
- Participate in policy development & identify opportunities to conduct research
- Mentor students in disaster preparedness
Methods

- Faculty and students involved in disaster nursing volunteered to participate in, observe, or evaluate disaster drills in various community agencies.
- Used community and disaster network to access drills.
- Focus on active shooter disasters:
  - Does not reflect reality of occurrences
  - Concerns of community
  - Easier to schedule
Active Shooter Drill

- Held at local hospital prior to opening new ED
- Internal disaster
- Students participated as victims
- Faculty observers
- Held with local PD
  - Added to realism
  - Emotional for participants and observers
Mass Casualty-Active Shooter Drill

• With Office of Emergency Management
• Internal disaster
Earthquake Drill: External/internal disaster
Multi-agency Active Shooter Drill
Results

• Direct field observation/participation
• Faculty members and students have a more authentic experience related to disasters
• Nurses performing in non-traditional first responder and teaching roles
Moulage
Results

- Moulage provided more engaging and realistic experience
- Participation in debrief/hotwash
  - identify areas of strength, weaknesses
  - and under-recognized roles of nurses
- Saw miscommunication between first responders and others
Hotwash

Students observed and participated
Implications

- Participation in community disaster drills is a valuable learning experience for students and faculty
- ↑ visibility of nurses & recognition of roles
- Opportunities for networking
- Authentic learning
Thank You!

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