

Title:

Curricular Threading of Disaster Nursing Education

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References:

Bryer, J., & Peterson-Graziose, V. (2014). Integration of quality and safety competencies in undergraduate nursing education: A faculty development approach. *Teaching and Learning in Nursing, 9*(3), 130-133.

Kang, S. H. (2016). Spaced Repetition Promotes Efficient and Effective Learning: Policy Implications for Instruction. *Policy Insights from the Behavioral and Brain Sciences, 3*(1), 12-19.

Kenner, C. A., & Pressler, J. L. (2014). Developing a culture of emergency preparedness education in nursing. *Nurse educator, 39*(1), 1-3.

Abstract Summary:

Nursing programs offer foundational knowledge for disaster nursing education. However, curricular threading of the concepts may be limited. Therefore, reducing the impact of integration into nursing practice. This presentation will share the results of an integrated disaster curriculum within a School of Nursing and explore opportunities for improved educational delivery.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The participant will understand the importance of curricular threading of disaster nursing concepts.	Content to the learner will include a review of pedagogical recommendations from researchers on student learning.
The learner will discuss opportunities for curricular integration within their program.	Content to the learner will include a discussion on current methods of disaster nursing integration.
The learner will be able to identify opportunities for improved disaster nursing curricular design.	Content to the learner will include a review of current literature on disaster nursing education design.

Abstract Text:

Nursing educators nationwide have heeded the call to action for improved inclusion of disaster nursing education in prelicensure programs. Recurrent events continue to demonstrate the unique role of the profession in disaster preparedness and response. Although regulatory bodies such as the American Association of Colleges of Nursing (AACN) and the National Council of State Boards of Nursing (NCBSN) acknowledge the need for inclusion of disaster preparedness content within prelicensure education and

testing, few models exist on how this inclusion might look and how it is threaded throughout the curriculum.

The creation of a curricular thread demonstrates commitment to content and creates an integrated theme for undergraduate nursing students. This process is acknowledged as an effective approach for the intentional focus of selected nursing concepts (e.g. cultural diversity, evidence-based practice, etc.). Unfortunately, when students only receive content in one course (or have the perception of content being connected to only one course) they may experience limited comprehension and ability for application of that specific concept (Annis & Annis, 1987). Additionally, they may not relate the concept to other aspects of professional nursing. The use of spaced repetition is recommended to promote efficiency when learning important content (Kang, 2016). This is also true with disaster nursing concepts. Although required by accrediting bodies (e.g. AACN) to be included within the curriculum, the focus of these concepts may be kept in community health nursing courses where students may receive a disconnected view of the subject as it related to overall nursing practice.

The threading of disaster nursing concepts can be similarly applied to nursing curricula as in the recent QSEN movement (Cronenwett et al., 2007). Although some threads are introduced and explored at different points in the curriculum (based on level of knowledge and experience) the goal is to allow students to see the connection and bridging of concepts for improved nursing knowledge, skills, and abilities. The purpose of this presentation is to share the results of methods used to integrate disaster nursing throughout the nursing curriculum for a Midwestern undergraduate nursing program. Specific examples of integration methods, student feedback, and lessons learned will be explored.