Integrating Service Learning into Education of Nurses on Preparedness for Mass Casualties

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Introduction

• Please Note: This course is team taught with Dr. Valerie Gooder and Tamara Chase, MSN, RN

The world is a dangerous place, not because of those who do evil, but because of those who look on and do nothing.”

--Albert Einstein

Overview

• Why we developed our course?
• Course curriculum
• Integration of service learning

Why?

• Developed our course to be responsive to the needs of our community in which we reside
• Major factor for nursing programs which support rural communities
• Emergency Management Agencies consistently state that communities need to prepare for large-scale disasters

Course Curriculum
Course Curriculum

- Course Title:
  - “Threats and Crises: Nursing Response”
- Based on International Nurse Coalition on Mass Casualty Education (INC-MCE) competencies

- 3 semester-hour theory course
  - 15 weekly units
  - Final Scenarios, group, individual
  - Personal Preparedness Plan
- 2 semester-hour clinical companion course
  - 48 clinical hours
  - Complete Community Emergency Response Team (CERT) Training
  - Community Education Program

- Textbooks
  - “Medical Response to Weapons of Mass Destruction” – Phillip L. Currance
  - “Disaster Nursing and Emergency Preparedness for Chemical, Biological, and Radiological Terrorism and Other Hazards” – Tener Goodwin Veenema
- Websites
- DVDs and videos

- INC-MCE competencies, continued
  - Core Knowledge
    - Health promotion, risk reduction
    - Health care systems and policy
    - Illness and disease management
    - Information and healthcare technologies
    - Ethics
    - Human diversity

- INC-MCE competencies, continued
  - Professional role development
Course Curriculum

- Disaster planning
  - Risk assessment
  - Incident Command System

- Disaster response framework
  - National Response Plan
  - Department of Homeland Security (DHS)
  - Federal Emergency Management Agency (FEMA)
  - Emergency Support Function (ESF) #8
  - State and local

- Terrorism
  - Explosive and incendiary devices
  - Principles of chemistry and toxicology
  - Weapons of mass destruction (WMD)
    - Radiological
    - Chemical
    - Biological

- Decontamination Procedures
  - Radiological, chemical, biological
  - Natural disasters
  - Earthquakes, hurricanes, floods
  - Environmental disasters
  - Chemical spills, pollutants

- Restoring public health
  - Basic sanitation, water, food, shelter
  - Hospital management
  - Role of the media
  - Cooperation and interaction
  - War, post traumatic stress disorder
  - Legal and ethical issues

- Psychological impact
  - Impact on vulnerable populations
  - Support agencies
  - Personal disaster preparedness
  - Nursing education and research
Community Ties & Service Learning

“I was excited to learn something new... something I could use to help my community.”

Arin Rich – W.S.U. Baccalaureate Nursing Student

Development of Community Contacts & Resources

• Purpose: To validate and strengthen nursing curriculum, as well as provide interaction between the nursing program and the community.
• Procedure: Evaluate appropriate community contacts and resources which fit curriculum of the course.

Examples of Community Contacts / Resources Used:
• Local fire departments (and CERT teams)
• Local American Red Cross chapter
• Department of Public Safety / Division of Homeland Security (for Utah)
• Local Health Department

Nyles Mitchell
Ogden City Fire Department - Utah

Corey Barton – Battalion Chief
Ogden City Fire Department - Utah
• Examples of Community Contacts / Resources Used:
  - Local police / explosive experts
  - Local military experts
  - HAZMAT / Decontamination experts
  - Media experts
  - Medical Reserve Corps (new)

Robert Hunt
Weber County Sheriff – Utah – Explosives Expert

Integrating Service Learning

• Description: Service learning is an educational strategy that integrates an organized community service activity with academic learning.

• Advantages:
  - Applies classroom learning to real situations.
  - Personal academic growth can be gained through working with people in the community who may be experiencing (or could experience) difficult situations.

• Outcome: The outcome from service learning would be for students to develop a desire to help people who are experiencing problems (or may experience problems) and to become actively involved in finding solutions.

• Attitudes: Students must have a willingness to be with the community (a part of the community) rather than for the community.
• Student reflections on the experience are an important part of service learning, and a successful service learning experience should benefit both the student as well as the community.
Integrating Service Learning

- Examples of 3070 service learning components:
  - Community Education Project
  - Media Portfolio and Reflective Journaling
  - Integration of C.E.R.T. skills for home and community
  - Personal and family assessment & implementation of emergency preparedness equipment / supplies.

Community Education Project

- Students (in groups of 3-4) select a community group for a “Community Education Project”.
- Students decide upon education content (in collaboration with community members).
- Students teach community members.
- Students evaluate the effects of their teaching.
- Students write an evaluation of their teaching project and submit the evaluation.

Are our schools ready?

- Age appropriate teaching…

Do you know what to do if a tornado strikes?

- Not all tornadoes are alike. Notice the difference between “land spouts” (relatively weak) versus violent twisters originating from supercell thunderstorms.

Do you know what to do during a heat wave?
Do you know how to protect yourself from the cold?

Do you know how to protect yourself from wildfires?

Do you know what to do during a severe thunderstorm?

Media Portfolio / Reflective Journal
- Students collect at least 2 press releases (newspaper, magazine, internet) related to course content each week.
- Students keep a reflective journal (weekly entry) regarding the media releases and what they are learning related to course content and CERT training.

Integration of CERT Skills for Home & Community
- Students complete CERT certification
- Students are linked with the specific CERT groups in their community
- Students strengthen their own communities by continuing with CERT updates / training
- Students teach family members about CERT and encourage involvement

Example of Media Release
Personal & Family Assessment

- Students complete a personal and family assessment related to emergency preparedness
  - Strengths identified
  - Weaknesses identified
  - Family preparations are made
  - Strategic family plan is designed

Does your family have a plan?

How Smart Are We?

- Are we prepared?
- Are we thinking ahead?

  Service Learning can make a difference!

Questions?