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NURSING

Disaster Nursing: Trends in the Professional Literature

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Introduction: Nurses' broad knowledge and treatment skills are instrumental to disaster management. Roles, responsibilities, and practice take on additional dimensions to their regular roles during these times. Despite this crucial position, the literature indicates a gap between their actual work in emergencies and the investment in training and establishing response plans.

Aim: To explore trends in disaster nursing reflected in professional literature, link these trends to current disaster nursing competencies and standards, and reflect based on the literature how nursing can better contribute to disaster management.

Methods: A systematic literature review, conducted using six electronic databases, and examination of peer-reviewed English journal articles. Selected publications were examined to explore the domains of disaster nursing: policy, education, practice, research. Additional considerations were the scope of the paper: local, national, regional, or international. The International Nursing Councils' (ICN) Disaster-Nursing competencies are examined in this context.

Results: The search yielded 171 articles that met the inclusion criteria. Articles were published between 2001 and 2018, showing an annual increase. Of the articles, 48% (n = 82) were research studies and 12% (n = 20) were defined as dealing with management issues. Classified by domain, 48% (n = 82) dealt with practical implications of disaster nursing and 35% (n = 60) discussed educational issues. Only 11% of the papers reviewed policy matters, and of these, two included research. Classified by scope, about 11% (n =18) had an international perspective.

Discussion: Current standards attribute a greater role to disaster-nursing in leadership in disaster preparedness, particularly from a policy perspective. However, this study indicates that only about 11% of publications reviewed policy issues and management matters. A high percentage of educational publications discuss the importance of including disaster nursing issues in the curricula. In order to advance this area, there is a need to conduct dedicated studies.

Mapping the Disaster Competency Landscape in Undergraduate Nursing - A Case Study of Nursing Educators in British Columbia, Canada

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Introduction: In British Columbia (BC), Canada, it is increasingly commonplace for communities to experience yearly disaster events such as floods, forest fires, avalanches, and mudslides. Nurses are known to be one of the largest groups of healthcare workers and are often challenged to care for members of the public during these events. Many nurses have stated that they do not have enough education to provide quality care in a disaster role, as they received no education in their undergraduate nursing degrees.

Aim: The aim of this study was to explore how and what nurse educators are teaching undergraduate nursing students regarding the disaster nursing role within Schools of Nursing in BC, Canada. Understanding the current practice of teaching will serve as a starting point for shaping future best practice undergraduate nursing disaster educational frameworks.

Methods: This study used a qualitative case study methodology guided by Merriam's procedural approach with a theoretical framework of adult teaching and learning.

Results: The findings indicate that disaster nursing knowledge is taught either within existing global health courses or rarely is leveled throughout the program. Many challenges exist for educators, which include lack of current resources, workload restrictions, and lack of personal disaster knowledge. Content is determined by the educator. However, there is no specific model or link to disaster nursing competencies or assessment strategies. Most content is delivered didactically by the educator with some expert guest speakers or collaborative simulation events.

Discussion: The identified priority challenge is to obtain clarity and understanding around just what knowledge is required and how it should be evaluated. Some suggestions for a specific undergraduate disaster nursing model will be presented in order to ensure that students have the foundational knowledge that they require and that our educators are prepared to teach them.