

Annual Scientific Meeting of HKSCCM and HKACCN
18 October 2009

Developing Disaster Nursing Competencies for Safer and Resilient Communities



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The 59th World Health Assembly
Resolution WHA59.27 (2006)
Strengthening Nursing and Midwifery

Each country needs to have an adequate and sustainable source of health professionals, trained within the context of current and future issues in patient safety and quality of care

Global standards
for the initial education of
professional nurses and midwives
WHO 2009

www.who.int/hrh/nursing_midwifery.en/

Attributes of “Knowledgeable practitioners”

- Abided by ethical code of practice
- Use of evidence in practice
- Cultural competence
- Ability to practise in the health-care systems of their respective countries and meet population needs
- Critical and analytical thinking
- Ability to manage resources and practise safely and effectively
- Ability to be effective client advocates and professional partners with other disciplines in health care delivery
- Community service orientation
- Leadership ability
- Continual professional development

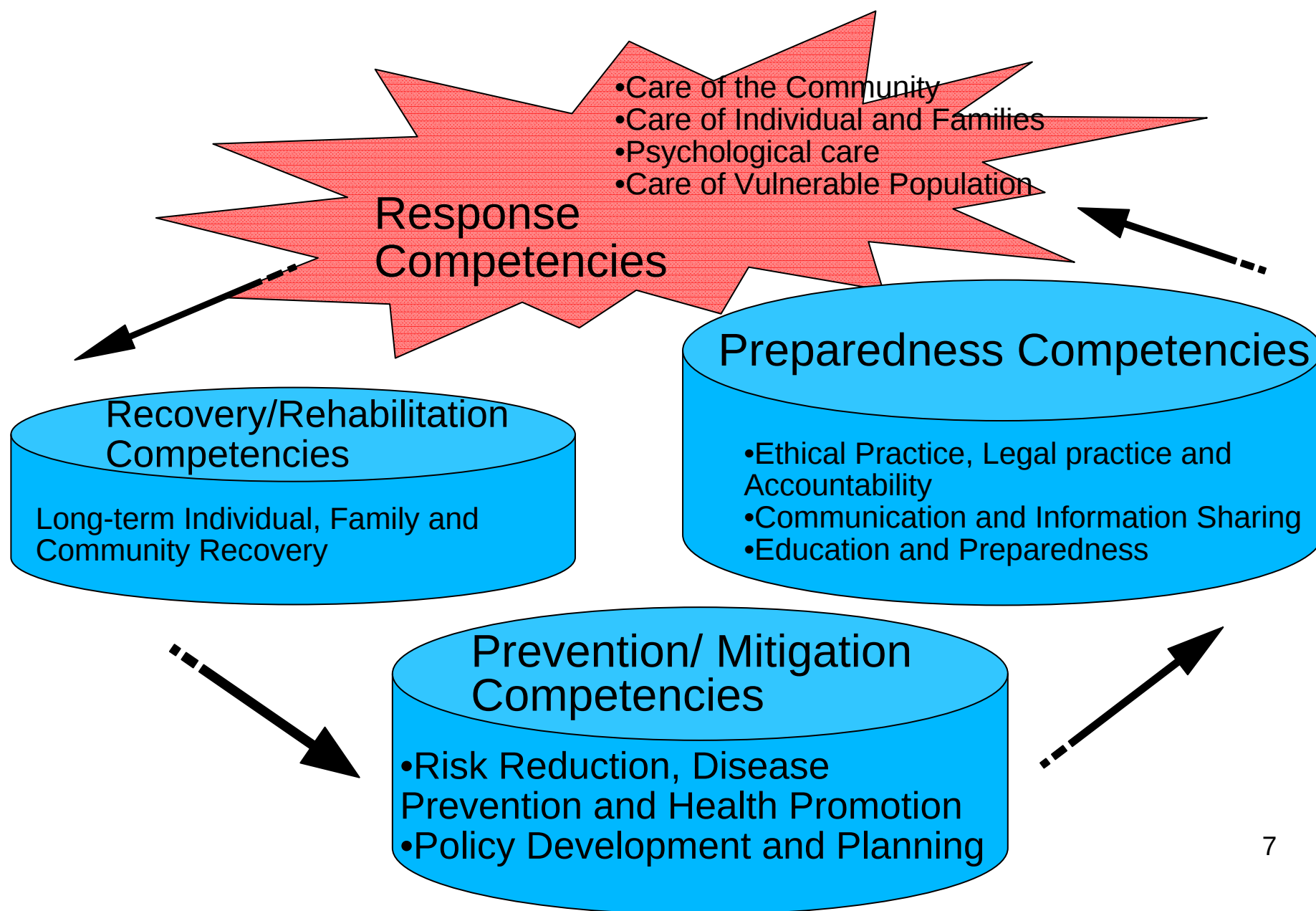


Three principles of curriculum design (WHO, 2009)

1. Established competencies provide a sound basis on which to build curricula for initial education to meet population health needs
2. The interaction between the nursing students and the client is the primary focus of quality education and care
3. An inter-professional approach to education and practice is critical

- As nurses are often the first health-care personnel who will be called upon to take roles as **first responder, direct care provider, on-site coordinator of care, information provider or educator, mental health counselor and triage officer** when disaster occurs, there is a growing consensus in the international nursing community regarding the importance of equipping all nurses with a knowledge base and a minimum set of skills in order to enable them to meet the challenges faced in dealing with the complexities of disasters.

ICN Framework of Disaster Nursing Competencies 2009





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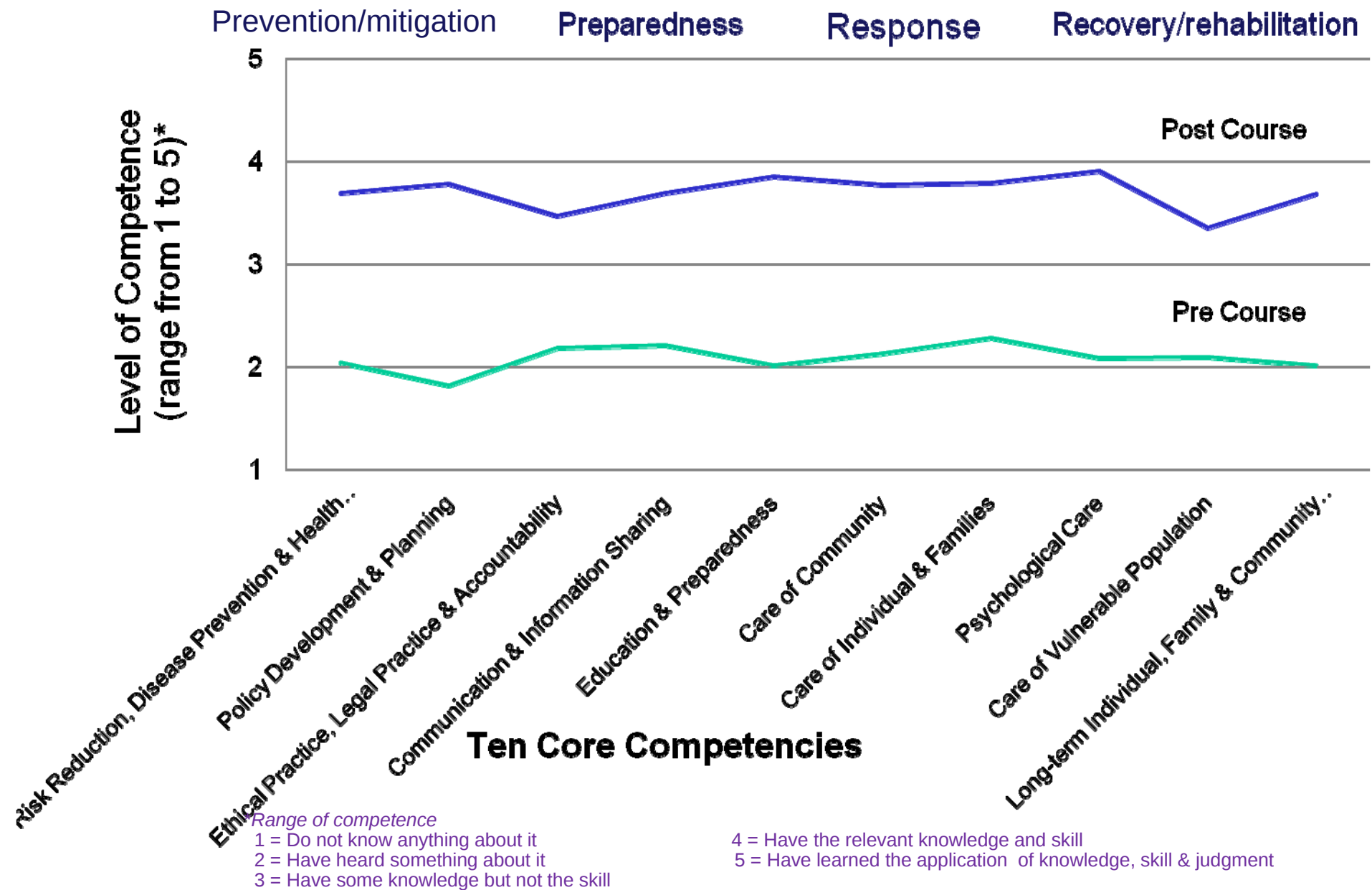


华夏高等护理教育联盟2009暑期课程——灾害护理概论



2009年7月 四川 成都

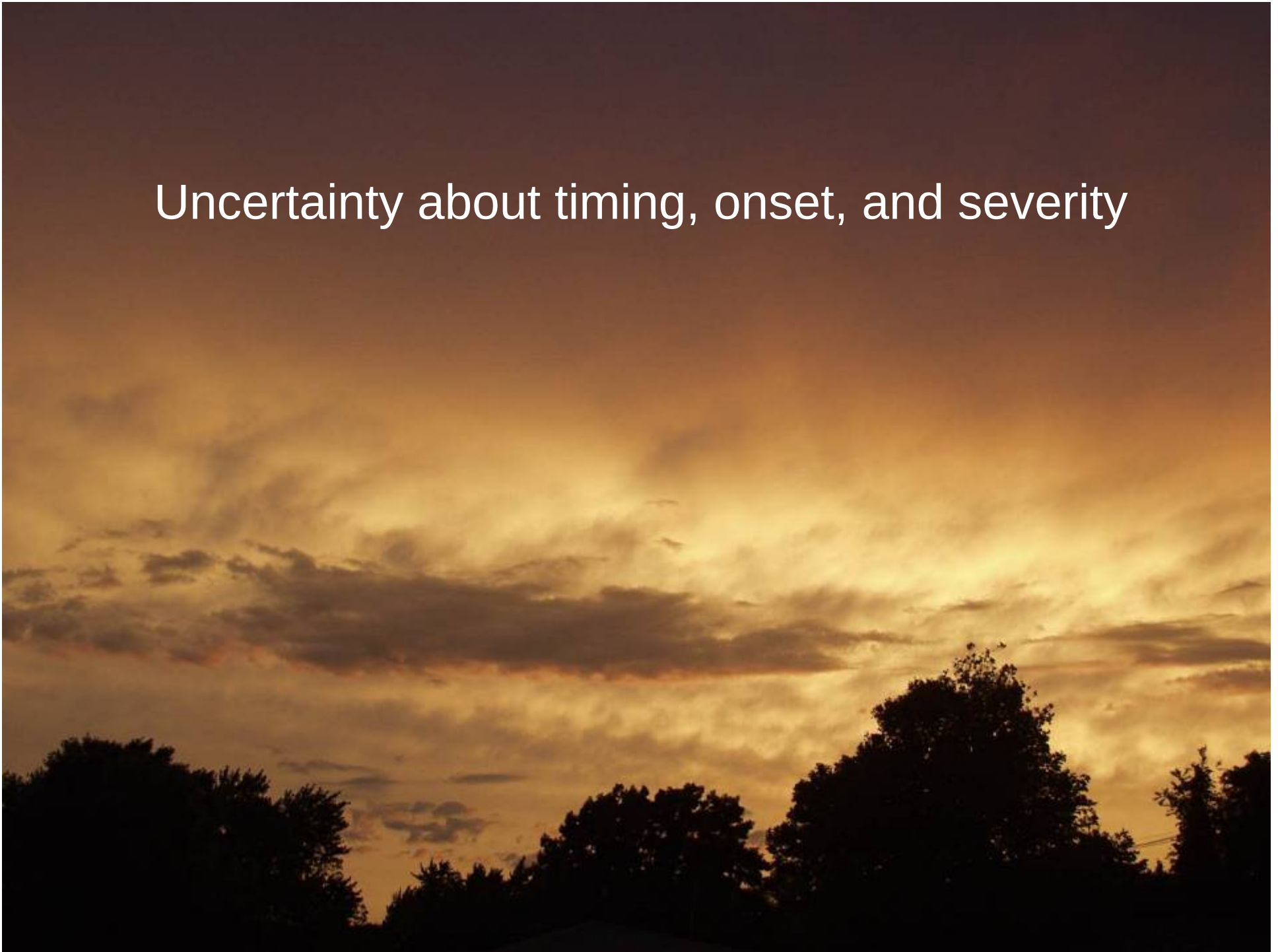
Students' perceived level of disaster nursing competencies before and after the training course



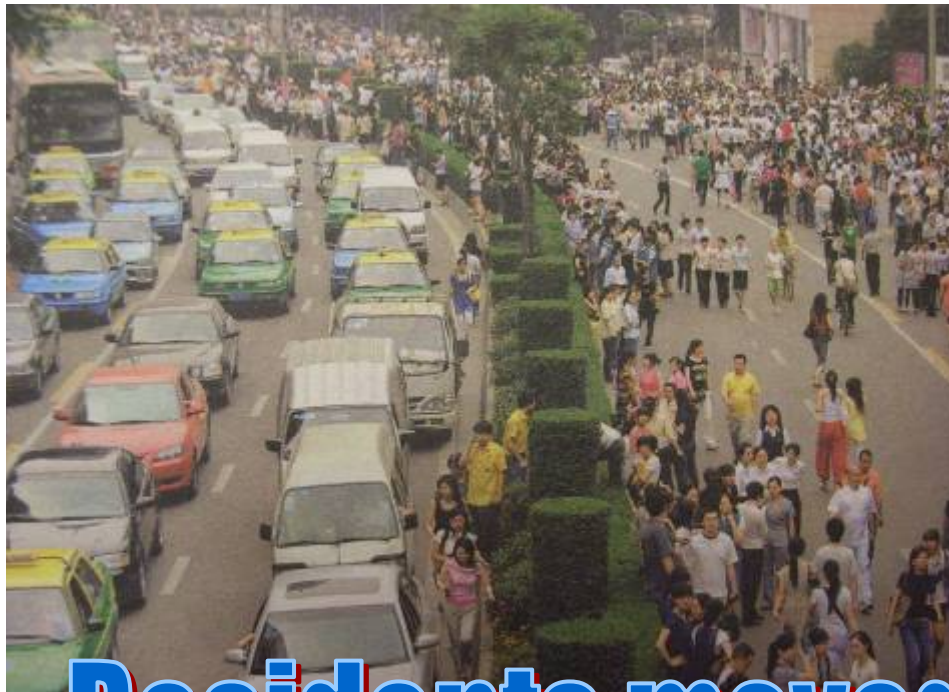
Disaster prevention & preparedness

Challenges

Uncertainty about timing, onset, and severity







Residents moved out to the street





Terrified





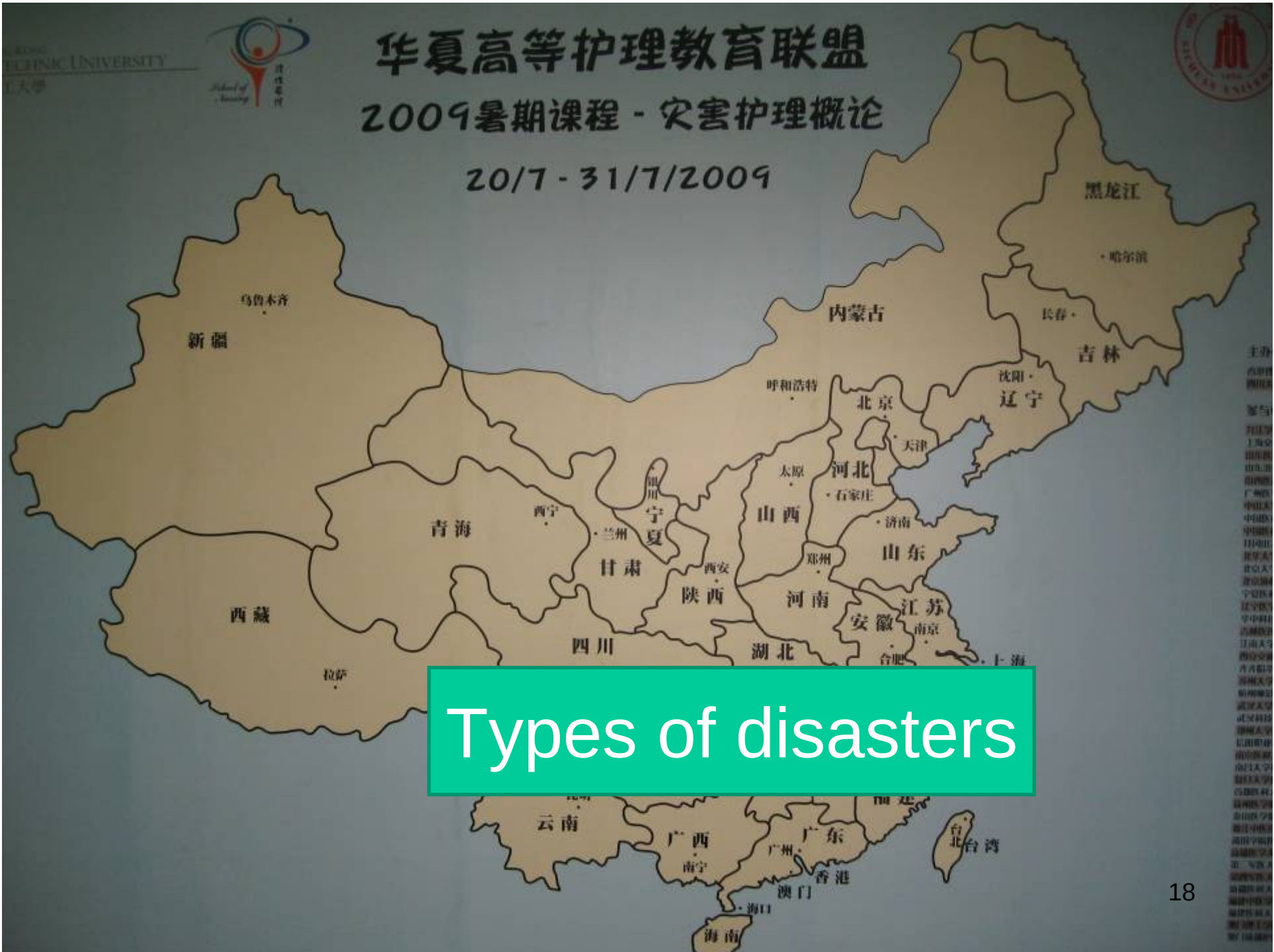


Prevention/ Mitigation Competencies

- Risk Reduction, Disease Prevention and Health Promotion
- Policy Development and Planning

Preparedness Competencies

- Ethical Practice, Legal practice and Accountability
- Communication and Information Sharing
- Education and Preparedness







华夏高等护理教育联盟

2009暑期课程 - 灾害护理概论

20/7 - 31/7/2009



主办单位

香港理工大学护理学院
暨灾害护理教育联盟

协办单位

北京护理学会	中国护理学会
上海护理学会	上海护理学会
广东护理学会	广东护理学会
浙江护理学会	浙江护理学会
江苏护理学会	江苏护理学会
安徽护理学会	安徽护理学会
福建护理学会	福建护理学会
江西护理学会	江西护理学会
山东护理学会	山东护理学会
河南护理学会	河南护理学会
湖北护理学会	湖北护理学会
湖南护理学会	湖南护理学会
四川护理学会	四川护理学会
重庆护理学会	重庆护理学会
贵州护理学会	贵州护理学会
云南护理学会	云南护理学会
广西护理学会	广西护理学会
海南护理学会	海南护理学会
台湾护理学会	台湾护理学会
香港护理学会	香港护理学会
澳门护理学会	澳门护理学会

Survey in Hong Kong August 2008



Earthquake preparedness in Hong Kong August 2008



Emergency kit





A paradigm shift for ethical practice

Customary	Disaster/Public Health Emergencies
Autonomy-based and contractual relationship between health professional and patient	Utilitarian and salvage ability principles to achieve the greatest good for the greatest number
Individualistic perspective	Population perspective
Field triage	“Reverse triage” based on principle of proportionality
Standard of care	Sufficiency of care
Resource distribution principle is based on minimization of harms	Resource distribution principle is based on preserving the functioning of society

Disaster response Challenges







Working in te



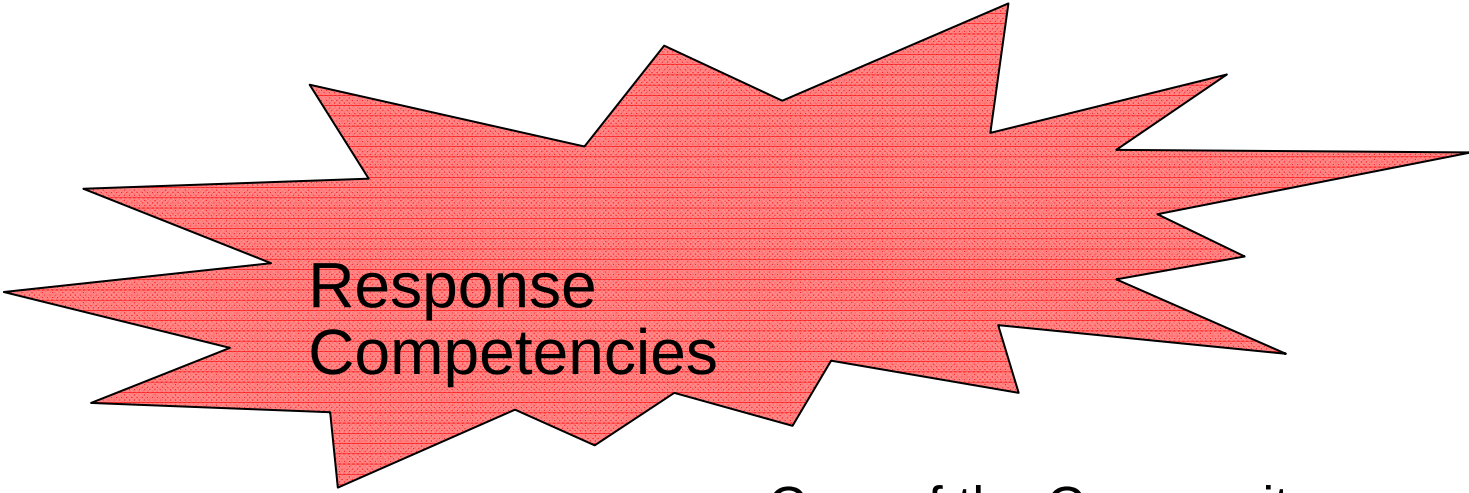










A red starburst shape with a black outline, containing the text 'Response Competencies'.

Response Competencies

- Care of the Community
- Care of Individual and Families
- Psychological Care
- Care of Vulnerable Population





沟通技巧
Communication skills



Training of healthcare responders in
dealing with acute respiratory disease



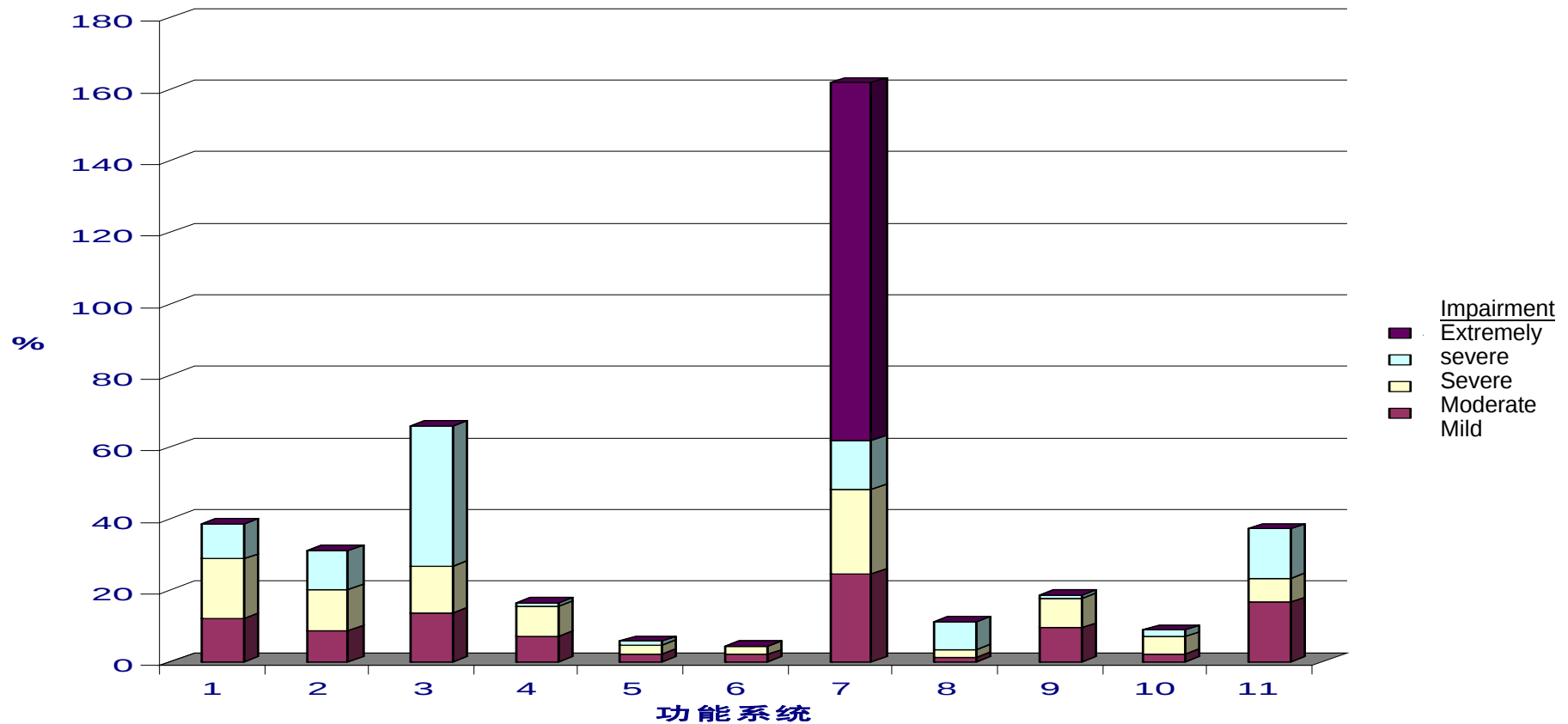




Action research:
To raise the residents' health literacy on self- and family health management & to work with the community health workers in community reconstruction



Results: Types of health problems



1. Cardio-vascular

2. Respiratory

3. Gastro-intestinal

4. Hepatic

5. Renal

6. Genito-urinary

7. Musculo-skeletal -Integumentary

8. Neurologic

9. Psychological

10. Endocrine -Metabolic

11. Sensory

Results: Number of health problems

- Mild impairment: 1228
 - Moderate impairment: 1470
 - Severe impairment: 102
 - Extremely severe impairment: 1
-
- On average, each respondent has 1.45 health problems

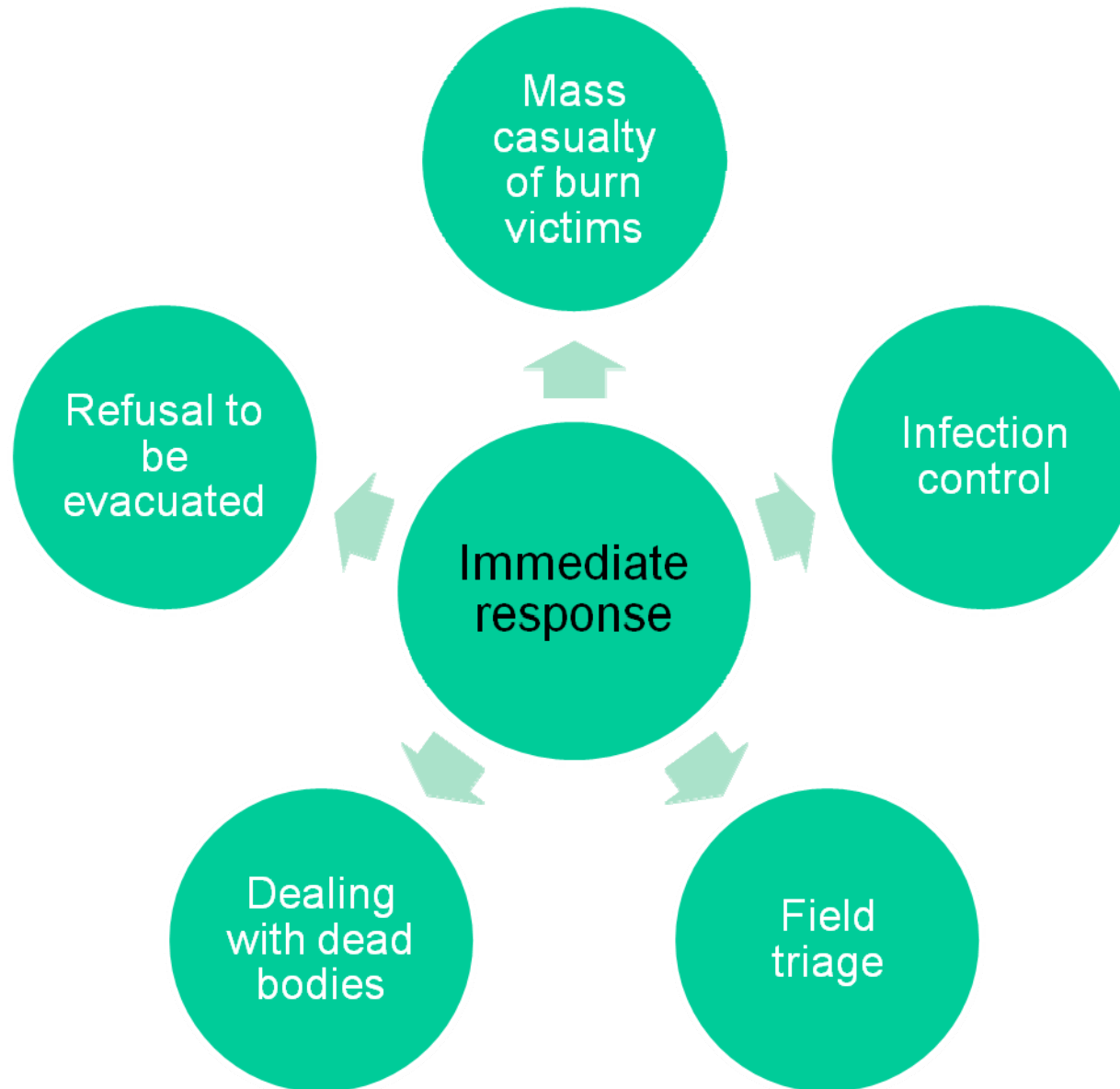
Results: Stress response (SRQ)

Experience difficulty in making decision	92.6%
Feel tired	73.7%
Feel exhausted	65.8 %
A tense person	54.4 %
Do not sleep well	39.3 %
Easy to be frightened	28.4 %
Have headache	22.0 %
Have suicidal ideation	10.6 %

Nursing intervention

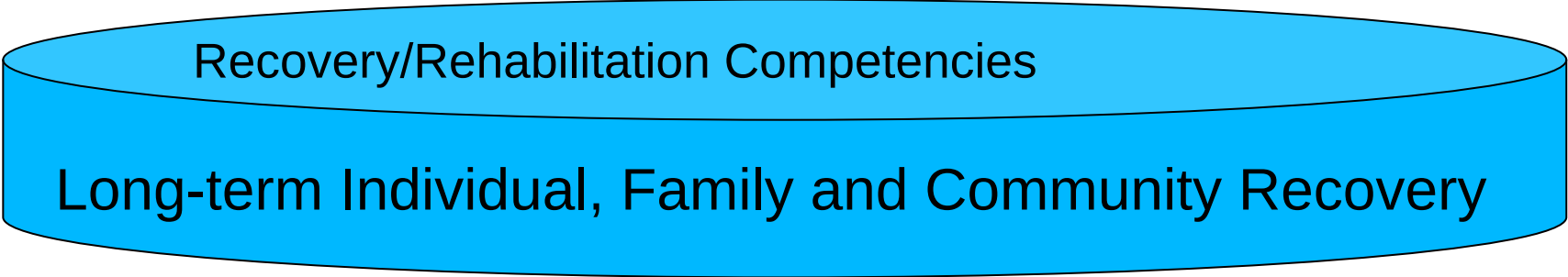
- Provided instant healthcare consultation
- Provided “tailor-made” evidence-based health education
- Established health self-management activity rooms at the temporary housings at Xian-e Xiang and Juyuan Zhen, Dujiangyan
- Developed Health self-management manuals and multi-media teaching materials
 - Sleep
 - Mental health
 - Blood pressure
 - Arthritis
 - Flu
- Trace and interview the cases regularly to monitor the intervention effect

Problem-base learning



Problem-based learning

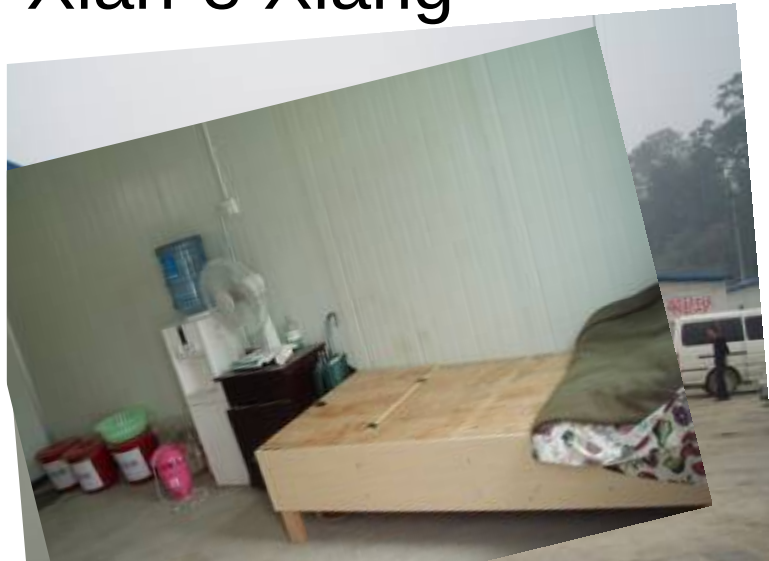


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Recovery/Rehabilitation Competencies

Long-term Individual, Family and Community Recovery

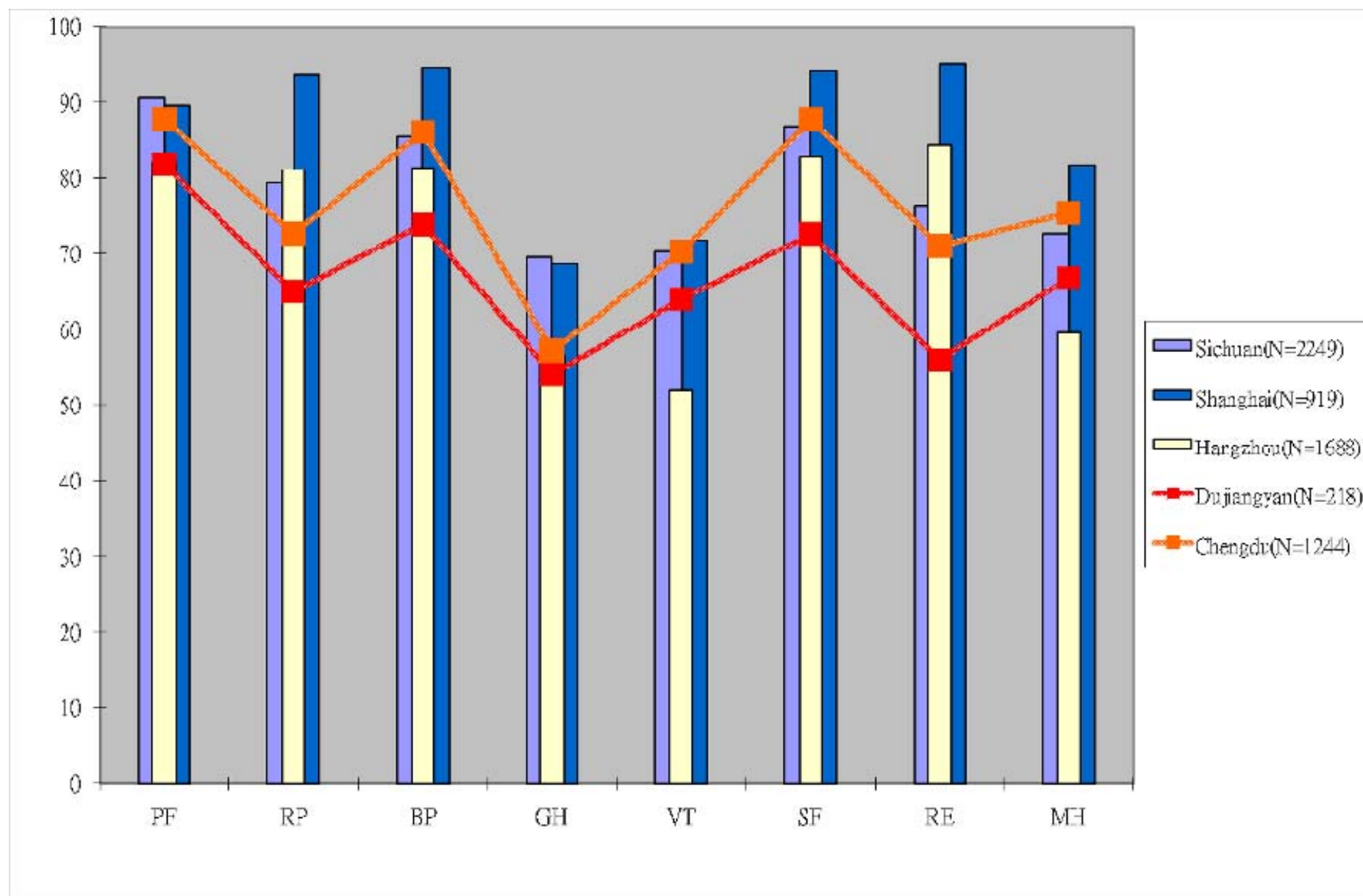
The temporary housings at Xian-e Xiang



The temporary housings at Juyuan Zhen

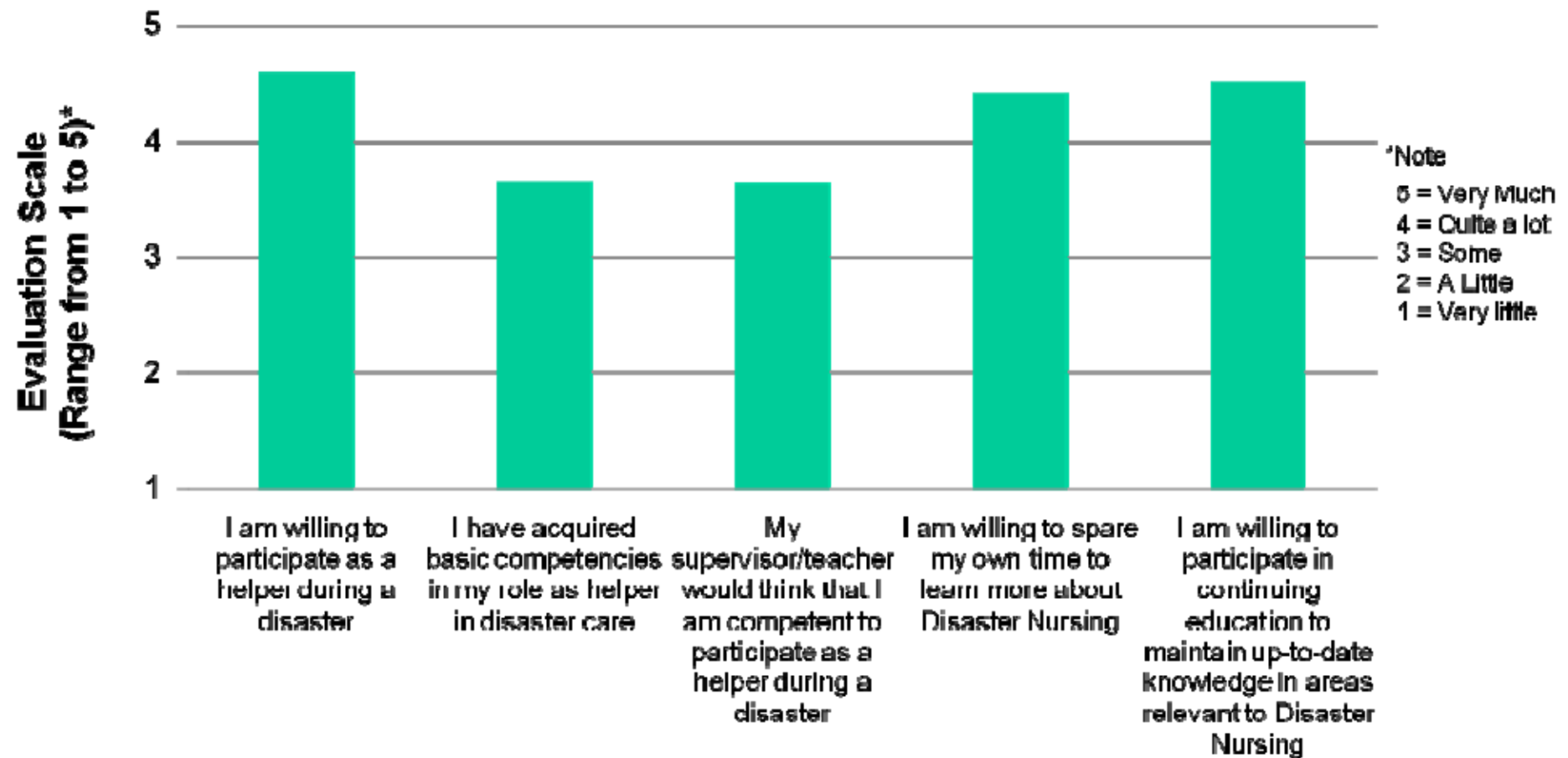


Results: Quality of life (SF-36)





Overall Summer Course Evaluation (N = 144)





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Thank you

To excel in nursing for
the wellbeing of mankind

创新护理 惠泽全人