



Building Hope and Trust through Interprofessional Education in Disaster Management

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BACKGROUND

Preparing professionals to respond to disasters, both natural and man-made, can mitigate impacts and associated risks (Rowlands, 2013; Torani, et al., 2019). Students should be supported to manage the acute and recovery phases focusing on building hope and trust with the client and community. This approach can be fostered in students through an interprofessional education event that aims to build capacity for role clarification, communication, team functioning and collaborative practice (CIHC, 2010). This online simulated disaster experience, brought together 600 students from three higher education institutions to engage in Alberta, Canada to learn in the Elk Hill Disaster, Trauma and Wellness Plan Interprofessional Event.

LEARNING OBJECTIVES

| Activity One Elk Hill Trauma Video Learning Objectives | Activity Two Elk Hill Wellness Plan Learning Objectives |
|---|---|
| Describe and identify team roles observed in the trauma scenario | Identify their expertise and scope of practice when providing care to a community |
| Reflect on and describe teamwork behaviors displayed in the trauma video | Demonstrate a clear understanding of their role and understanding of shared leadership |
| Reflect on and discuss ways the 'team' depicted in the video might have interacted differently during the trauma scenario | Demonstrate communication with each other that is collaborative, respectful, inclusive, responsive, and responsible |
| Discuss how their profession is represented and any possible changes they feel could be addressed | Display collaborative leadership and conflict resolution skills when prioritizing care for the community |
| Explore and discuss the importance of CIHC competencies as foundational for interprofessional practice after observing team behaviors in the trauma video | |

Online survey for student evaluation

Students viewed the trauma video positively, finding it relevant

Students found respectful collaboration and connection with other professions aided understanding of scopes of practice and for appraising priorities for the wellness plan.

Opportunities to contribute and collaborate were helpful for wellness planning post disaster

Reflective questions helped students connect the events of the disaster in meaning making

LEARNING ACTIVITY

Students were provided with a simulation preparation guide that included a profile of the fictitious rural town and reflection questions.

A narrator introduced the town council members and shared the disaster scenario; and ice storm and avalanche in a pre-brief.

Activity One: Elk Hill Trauma Video (Awareness level activity)

A video was played depicting a hospital based interprofessional trauma team caring for an individual involved in a traffic incident during the ice storm. Students were randomly assigned to interprofessional groups in break out rooms.

Facilitators guided a 30-minute debrief for students to identify the elements of interprofessional collaboration they observed in the video.

Activity Two: Elk Hill Wellness Plan (Immersion Level Activity)

Students observed an Elk Hill Town Council meeting (delivered by actors, fictitiously 1 month post disaster) which highlighted the community's distress and ask for support to rebuild and recover.

Facilitators guided students to determine key priorities, goals & strategies for a wellness plan to promote hope and wellness.

Afterwards, facilitators debriefed with the students, focussing on their perceptions of their ability to demonstrate team functioning and communication from their professional perspective.

CONCLUSIONS & CURIOSITIES

- Complete Activity 1 and 2 on separate days
- Preparation/training for students and facilitators related to
 - Disaster management particularly the recovery phase
 - Roles in health promotion and community development particularly from a psychosocial perspective, and addressing hierarchy
- Curriculum redesign to emphasize how the macrocosm and the organization of the larger universe impacts the microcosm of the individual human being (Barkan, 1975)

ACKNOWLEDGMENTS:

Dr. Stephanie Zettel, Calgary Interprofessional Collaboration Education committee (CICE), facilitators from the University of Calgary, Mount Royal University and SAIT, Colin Bodor, Agnes Cooke, Tauren Schroeder and Katelyn Mallett

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