

Questionnaire for Nurses (DPQ-N) was used to assess the competencies of the nurses. All pre-to-post differences within subjects were analyzed with paired tests. The statistical level of significance was set at 0.05.

**Results:** Pre- and post-survey differences for interest in disaster nursing, expectation of disaster training, and importance in emergency nursing were 6.7 to 8.1, 7.1 to 8.9, and 8.0 to 8.8, respectively. Results for DPQ-N pre- and post-intervention for basic concepts, planning, patient care, psychological issues, special hazards, epidemiology, communication, personal preparedness, and ethics were 2.1 to 3.6, 2.2 to 3.6, 3.4 to 3.9, 2.9 to 3.6, 2.0 to 3.7, 2.3 to 3.4, 2.1 to 3.6, 3.1 to 3.6, and 2.9 to 3.7, respectively. All results were statistically significant.

**Conclusion:** A multi-modality disaster training program for hospital nurses positively affected perception and performances of the nurses.

Content	Modality
Triage	Table-top, Virtual
Incident Command	Table-top
Life Saving Procedures	Part-task mannequin
Surge Capacity	Table-top
Special Hazards	Scenario-based mannequin

**Table 1.** Content and Modality Matching of the Training Program.

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### Emergency Nurse Knowledge of Emergency Preparedness: An Education Gap Analysis

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**Study/Objective:** This project assessed gaps in emergency nurses' knowledge of Emergency Preparedness and preferred methods of acquiring the necessary education.

**Background:** The New Jersey Emergency Nurses Association (NJENA) Emergency Preparedness Committee was established to assist emergency nurses with preparing for disasters. The 2014 survey was to discern specific educational needs of emergency nurses. The 2016 study was to determine how and where emergency nurses obtain emergency preparedness education professionally and personally.

**Methods:** Survey tools were developed by committee members active in emergency nursing or education. The 2014 tool identified the following areas for study: Emergency Department specific plans; Decontamination Procedures; Active Shooter Procedures; Disaster Triage; CBRNE Events; Incident Command Principles; and Documentation During a Disaster. The 2016 tool assessed where emergency nurses receive emergency preparedness education and their preferences to receive this education (online, in class, or combination). The surveys were distributed to convenience

samples of emergency nurses attending the NJENA Emergency Care Conference in 2014 and 2016.

**Results:** The 2014 gap analysis indicated respondents received ED-specific annual education on Active Shooter, Haz-Mat, and Mass-Casualty incidents; however, 44% indicated they didn't feel adequately prepared by their institution. Less than one-half of the respondents were able to correctly identify the elements of the START triage system and only 50% selected the correct triage category in presented scenarios. The 2016 survey indicated the majority of emergency nurses access health care/hospital emergency preparedness education on their facility's website, while using United States federal government websites personal EP information. Forty-seven percent of respondents preferred self-paced online courses with 38% preferring an instructor led class.

**Conclusion:** This project highlights areas identified as gaps in Emergency Nurses disaster preparedness and preferred methods of receiving the necessary education. The NJENA Emergency Preparedness committee is formulating plans to develop training sessions on the identified gaps in emergency preparedness.

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### Primary Health Care Team Response to Floods in Brazilian Rural Areas

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**Study/Objective:** To describe the practice undertaken by Primary Health Care (PHC) teams to rural populations, flood-related, health-related problems after a disaster in Southern Brazil.

**Background:** Brazil is greatly affected by climate change and natural disasters such as storms and floods. This type of disaster enhances the demand for health services in PHC. Developing clear facility preparedness plans, with the identification of specific job descriptions, is recommended. During the winter of 2014, a flood in Southern Brazil affected rural populations with significant impact on their health and living status.

**Methods:** A qualitative, descriptive, exploratory study was developed. Flanagan's critical incident technique was adopted. Twenty primary health care nurses from 10 municipalities were interviewed. Data analysis allowed the construction of a hierarchy of categories about health problems identified and actions taken by PHC teams during and after the flood.

**Results:** The effects on health status described were: deaths, injuries, psychosocial and behavioral disorders, hypertension, leptospirosis, vector-borne diseases, diarrhea, and skin infections as described in the literature. Other problems were related to lack of medication, shelter situation, and vulnerable populations, such as older adults and pregnant women. PHC practice involved actions to supply medication, assessment of the flooded area, with visits before and after the disaster to warn people and provide help, meetings for response planning, immunization, education and prevention of waterborne diseases, psychological

support, referral to the hospital, dressings, health surveillance, consultations, and participation in social support activities.

**Conclusion:** Although no facility preparedness plan was available, most of health problems identified were solved by PHC teams, since just one patient was referred to the hospital. There was an involvement of PHC teams to assist affected populations, although specific job descriptions and the difficult access to the rural population consisted of a barrier to qualified and sufficient care.

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### Determining the Effect of Internet Usage Habits on Academic Success in University Students

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**Study/Objective:** The frequency of Internet use in today's society is proven by various studies conducted to increase innovation brought about by the Internet and plays an important role in increasing the ease of use. Requested information searches, homework, and uses for social interaction, the Internet brings with it many advantages, as well as some problems, which are mostly used by young people. With increased usage, especially among young people, it has been revealed that the Internet adversely affects the decrease in academic achievement and social life problems of young people.

**Background:** Research is planned as a descriptive study. Bezmialem Vakif University Clinical Research Foundation with written permission from the Ethics Committee Students.

**Methods:** The research was conducted by the Bezmialem Foundation University. The main campus where the students of vocational school (including preparatory class), students of medicine, dentistry, pharmacy, nursing, physiotherapy, audiology, health management, nutrition dietetics, and health services were educated; and took place in February–March 2016 at Eyüp and Gayrettepe settlement. In this study, it is assumed that the rate of Internet use in university students is 50% and the tolerance value is taken as 0.05 and the sample size at 95% confidence level is calculated as 333–363 of the students who were included in the study.

**Results:** According to the results of the research, most of the students (92.6%) use Internet in their daily life. As a result, no statistically significant difference was found between students' academic achievement status and Internet usage habits.

**Conclusion:** In the direction of findings and discussions: There was no significant difference between academic achievement and Internet use; (92.6%) in daily life, attachment purposes, reduction in the number of Internet connections and studying time (63.1%), indicate that we are unconscious about the use of high quality Internet. It is recommended that elective courses be put into university curricula for effective computer and Internet use.

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### A Retrospective Survey to Determine the Nature and Risk Factors for Injury among the Victims admitted in the Emergency Department of a Selected Government Hospital of India, Using Pretested Trauma Registry Performa

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**Study/Objective:** To identify the nature of injury in terms of causes and severity of injury.

**Background:** In 2010, an estimated 1.3 million RTI deaths occurred worldwide, accounting for about 2.5% of all deaths. Mortality in serious injuries is 6 times worse in a developing country such as India compared to a developed country. Strengthening and undertaking research on the public health burden and impact and understanding the risk factors of trauma is the need of the hour.

**Methods:** Using quantitative approach, a retrospective cross sectional survey was conducted at an Emergency and trauma center in Ram Manohar Lohia (RML) Hospital, New Delhi. The information of all the injured patients seeking health care during the past year from October 2015 to September 2016 at the Emergency and trauma center, was collected from the trauma registry performa at the time of registration.

**Results:** A total of 1,952 cases of injury sought health care during the study period. The average number of cases reported per day was five. The maximum cases (40%) were reported between 12–6 pm. Among the injured, 82% were males and the majority of victims were between 20–30 year age group, followed by 30–40 years.

**Conclusion:** It can be concluded that there is a high incidence of RTI and measures should be taken to prevent the RTI focusing on the risk factors.

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### Australian Civilian Hospital Nurses' Lived Experience of the Out-of-Hospital Environment following a Disaster: A Lived-Space Perspective

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**Study/Objective:** This research explored what it may be like being an Australian civilian in-hospital nurse, in the out-of-hospital disaster environment following a disaster, as part of a disaster medical assistance team. This presentation will explore the specific aspect of lived-space from a larger phenomenological research project.

**Background:** In the minutes following a disaster, reports from the media focus on the measurable impact. For example, the magnitude of an earthquake or the number of hectares burnt by a wildfire. Lived-space is concerned with felt space, going beyond these measurable physical, visible and touchable spaces. Lived-space is the way in which we find ourselves in our life-world through the spaces of our day-to-day existence.