

EVIDENCE-BASED DISASTER PREPAREDNESS TRAINING AND INTEGRATION PROGRAM

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Abstract

Background: During times of crisis, nurses play a crucial part in maximizing relief efforts, and their readiness for prompt action has the potential to mitigate the negative effects of catastrophes (Al Harthi et al., 2020). To be prepared for a disaster requires not only instruction and training, but also the running of drills, the creation of plans, and the formulation of policies.

Methods: The study employed a quantitative descriptive design by the respondents who were registered nurses who had worked under the Nursing Services Department in different units such as ER, ICU, OR, Inpatients, OPD, and nursing administration at a tertiary hospital, utilizing a self-formulated questionnaire.

Result: The proposed program, titled "Disaster Preparedness EBP Training and Integration Program," aims to enhance the integration and application of evidence-based practice (EBP) within the field of disaster preparedness for nurses.

Conclusion: The EBP Curriculum Development program can maximize its effect, identify areas for development, and contribute to the continuous improvement of disaster preparation practices among nurses provided a rigorous monitoring and evaluation approach is put into place.

Keywords: Evidence-Based Practice, Disaster Preparedness, Training and Integration Program.

Introduction

Within a particular window of time following a catastrophic event, hospitals are open to receiving casualties and the members of their families. According to Al Harthi et al.'s research from 2020, hospital managers and decision-makers are responsible for preparing nurses to respond quickly and effectively in the event of a natural catastrophe. However, one of the reasons for ineffective and disorganized disaster management and the reaction of health workers is the absence of disaster preparedness on the part of both healthcare workers and health organizations (Al Harthi et al., 2021). In addition, the absence of a disaster management strategy has a significant negative impact on healthcare workers' ability to recognize risks present in individuals, families, communities, and even hospitals. Therefore, it is essential to provide nurses with the training they need to develop the ability to recognize potential hazards, as this is the primary ability required of nurses to effectively handle an emergency (Lantada et al., 2020).

During times of crisis, nurses play a crucial part in maximizing relief efforts, and their readiness for prompt action has the potential to mitigate the negative effects of catastrophes (Al Harthi et al., 2020). To be prepared for a disaster requires not only instruction and training, but also the running of drills, the creation of plans, and the formulation of policies. It is made up of a series of precautions that are taken in preparation by governments, organizations, communities, or individuals to improve their ability to respond to and cope with the immediate aftermath of a disaster, regardless of whether the disaster was caused by natural hazards or by humans (European Commission, 2022). Training and health education that includes replication of clinical drills are essential components of nursing student education (Verheul & Dücker, 2020). The American Nurses Association (ANA) recommends very strongly that education and training be received on emergency management and how to respond to disasters (ANA, 2022). Enhancing the nurses' preparedness for disaster

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management by providing them with education, training, and opportunities to improve their skills is beneficial to their capacity to provide an adequate and efficient response to disaster management situations. The level of preparedness of nurses for emergencies ranged from poor to average in the eastern section of Saudi Arabia (Alruwailli et al., 2021). It is believed that most nurses do not have the necessary information and are not adequately prepared for emergency situations (Al Thobaity et al., 2019; Alruwailli et al., 2021). As a consequence of this, various disaster procedures are necessary; however, additional research needs to be carried out in order to identify and explain the essentials, obstacles, and enablers that play an important role during disasters (Al Thobaity et al., 2019).

Methods

Research Design

To assess and evaluate the nurses' level of knowledge, attitudes, and practices regarding the implementation of evidence-based practice in disaster preparedness, the study employed the descriptive method of research by deliberately measuring and analyzing quantitatively the subject variables.

Respondents of the Study

The respondents of the study were registered nurses who had worked under the Nursing Services Department in different units such as ER, ICU, OR, Inpatients, OPD, and nursing administration at a tertiary hospital. They had at least 1 year of experience in the nursing profession and had voluntarily answered the survey with a set of standardized questions. The hospital was a 500-bed capacity facility that provided diagnostic and therapeutic services for adults and pediatrics for medical, surgical, trauma, and intensive care cases.

Instruments of the Study

The survey's self-structured questionnaires underwent to content validation and have been validated by an expert. The result showed that the modified-structured questionnaire is acceptable and will be permitted as a research tool. The research tool also goes through a reliability test using an internal consistency method. Internal consistency assesses the correlation between multiple test items intended to measure the same construct (Middleton, 2022).

Results



Figure 1: Evidence-Based Disaster Preparedness Plan

The proposed program, titled "Disaster Preparedness EBP Training and Integration Program," aims to enhance the integration and application of evidence-based practice (EBP) within the field of disaster preparedness for nurses. By focusing on the development of effective and evidence-based disaster preparedness plans within a hospital setting, this program seeks to improve the implementation of EBP in this critical area. The proposed nomenclature for this initiative may be "Disaster Preparedness Evidence-Based Practice (EBP) Training and Integration Program." This program aims to enhance nurses' knowledge, skills,

and adherence to evidence-based principles in disaster preparedness through a comprehensive and systematic approach.

The process of developing the Evidence-Based Practice (EBP) Curriculum is a systematic approach that aims to design a comprehensive and well-organized educational program for nurses, with a specific focus on evidence-based practice (EBP) in the context of disaster preparedness. In the realm of crisis management, the primary objective of the curriculum is to enhance the knowledge, skills, and adherence of nurses to evidence-based guidelines

and best practices. In the realm of healthcare, ensuring readiness for a catastrophic event is a critically significant element in protecting the well-being and safety of both patients and healthcare providers within emergency situations. Designing a comprehensive and evidence-based curriculum is of utmost importance in order to adequately train nurses with the necessary knowledge and skills to effectively address the constantly changing challenges associated with disaster management. This will facilitate enhanced response and recovery endeavors. The objective of this paper is to examine the significance of incorporating Evidence-Based Practice (EBP) Curriculum Development in order to enhance nurses' disaster preparedness. Significant attention is directed towards the fundamental elements, benefits, and potential consequences of this educational curriculum. The research conducted by Jillson et al. (2019) resulted in the identification of two goals for enhancing the overall quality of disaster planning and response. These goals include enhancing the accessibility of scientific evidence-based practices for disaster planning and response. Both of these goals were delineated as a consequence of the research conducted by Jillson et al. In a study conducted in 2019 by Sanchez-Garcia et al., it was shown that nurses had a significant propensity to utilize and implement evidence-based practice. In situations when healthcare resources are limited in accessibility, affordability, or transportability, there is a potential for clinical decision-making to deviate from an evidence-based approach and adopt a resource-based approach (Yingling, 2020). This restriction hampers the ability of both patients and healthcare providers to access necessary resources.

According to the findings of a research project that was carried out by Al Thobaity and Alshammari (2019), it was found that 71.6% of the nurses did not have a sufficient grasp of EBP in relation to disaster preparation. The purpose of the research was to ascertain whether or not nurses have sufficient understanding about EBP, and it was carried out with that objective. In research that followed a similar pattern, Alruwaili and Alharbi (2021) discovered that eighty percent of the nurses lacked a proper comprehension of EBP in relation to disaster preparedness. This finding was based on the findings of the study that followed the same pattern. According to this finding, it would seem to imply that there is a need for training and educational programs that are focused toward strengthening the understanding of EBP in emergency preparedness possessed by nurses. this program would be offered by educational institutions. In addition to this, the viewpoints that nurses hold as well as the actions that they do with reference to the use of EBP in emergency planning have been analyzed. When it comes to emergency preparation, research (Al

Thobaity & Alshammari, 2019; Ghodraty et al., 2018; Park et al., 2018) has shown that nurses do not always follow protocols that are supported by evidence.

EBP Curriculum Development

Develop a structured curriculum that focuses on evidence-based guidelines and best practices for disaster preparedness. The curriculum should cover topics such as risk assessment, triage protocols, communication strategies, resource management, and psychological support for both patients and healthcare providers during disasters.

The development of an Evidence-Based Practice (EBP) Curriculum is a laborious process that entails a number of essential components to guarantee that nurses are adequately prepared for any kind of emergency. The first step in the educational process is to define, in a way that can be measured and understood, the intended results of the nurses who complete the program. These goals serve as a road map for the construction of the curriculum and offer a clear direction for what information and skills need to be covered throughout the course of study.

The EBP Curriculum Development process begins with the selection of content, which is an essential phase. It entails doing a thorough analysis of the most recent data, research papers, recommendations, and best practices pertaining to emergency preparation. This guarantees that the curriculum is based on the most recent and pertinent material, which enables nurses to keep up with the most recent knowledge in their profession.

The layout of the curriculum is intended to create a natural progression of learning, which will enable nurses to build upon their prior knowledge and eventually dig into increasingly complex ideas. It is crucial to structure the curriculum in a way that makes it easier to grasp key themes, promotes active learning, and fosters practical application of information in real-world circumstances. This is one of the most important aspects of education.

Several distinct teaching approaches are used in order to successfully engage nurses and adapt to their unique learning preferences. Some examples of these approaches include the didactic lecture, the interactive discussion, the case study, the simulation, and the hands-on workshop. Nurses are more actively engaged in the learning process when they are exposed to a range of instructional methods, which results in improved information retention and application.

When determining a nurse's level of comprehension and competence in emergency preparation, the use of assessment methodologies is an extremely

important factor. The goals of the curriculum should be reflected in the assessments, which may take the form of multiple-choice questions, written assignments, simulations, or scenario-based tests. These evaluations not only give vital feedback on the progress that nurses have made but also indicate areas in which they may improve and ensure that they have gained the requisite knowledge and skills.

In general, EBP Curriculum Development is associated with a number of advantages as well as possible downsides. It expands nurses' knowledge and capabilities in emergency preparation, which ultimately leads to enhanced decision-making in times of crisis. Within the context of the hospital, the curriculum helps to ensure that emergency preparation initiatives are carried out in a consistent manner by standardizing and incorporating evidence-based methods. Continuous updates and modifications guarantee that the curriculum is always up to date and represents the most recent research, which ultimately leads to an improvement in the level of preparation that nurses have in general for emergencies.

Training Modules

Break down the curriculum into interactive and engaging training modules that cater to different learning styles. Utilize a variety of teaching methods, including online modules, simulations, case studies, role-playing exercises, and hands-on workshops. Incorporate real-life scenarios and examples specific to the hospital's geographic location and potential disaster risks.

When it comes to the development of an evidence-based practice (EBP) curriculum for nurse emergency preparedness, the use of training modules is an essential component. These modules are meant to provide the course material in a way that is organized, interactive, and interesting for the student. This will ensure that the student is effectively learning and developing their skills.

Each individual training module focuses on a distinct set of knowledge or abilities relevant to emergency preparation. They are meticulously constructed to accommodate a variety of learning styles and encourage active involvement from the audience. Modules may incorporate online learning resources, such as video lectures or interactive modules, which allow nurses to study at their own speed and give flexibility and accessibility.

Face-to-face events, which may include workshops, simulations, case studies, and role-playing exercises, are often included in training modules, in addition to the online components that they contain. These interactive courses provide nurses the opportunity to improve their critical thinking, decision-making, and problem-solving abilities within the framework of crisis management by applying theoretical knowledge to actual situations.

Simulations are especially useful in training modules because they provide a realistic environment in which participants may practice responding to emergency situations and making decisions under simulated conditions. It is possible for nurses to have first-hand knowledge of the difficulties and complexity connected with disaster preparation, which enables them to acquire confidence and competence in their ability to handle unexpected situations.

Case studies are another useful component of training modules. They may provide actual or fictitious events and challenge nurses to examine and apply their knowledge and abilities in a real-world setting. Case studies are designed to foster critical thinking and to assist nurses in comprehending the intricacies of decision-making in emergency situations.

Through the use of role-playing activities, nurses are able to replicate a variety of roles and settings, which provides them with the opportunity to practice skills like communication, collaboration, and leadership. These drills encourage teamwork and have nurses ready to cooperate successfully with medical professionals from a variety of fields when an emergency occurs.

Continuous evaluation and feedback mechanisms are included throughout the training modules to monitor the progress that nurses are making and to identify areas in which they may improve. By participating in this feedback loop, nurses are certain that they will get the required assistance and direction to increase their learning and the development of their skills.

In general, the training modules that are included in the EBP Curriculum Development for disaster preparation provide a method of learning that is both organized and participatory. They empower nurses with the information, skills, and confidence they need to successfully react to catastrophes and contribute to evidence-based practices in the hospital context by providing a mix of online and face-to-face activities, simulations, case studies, and role-playing exercises.

Train-the-Trainer Approach

Identify and train a group of expert nurses or educators who will serve as trainers for the program. These trainers should have a strong background in EBP and disaster preparedness. Provide them with comprehensive training materials, facilitation guides, and ongoing support to ensure consistency and quality of training delivery.

When it comes to the development of an Evidence-Based Practice (EBP) Curriculum for emergency

preparedness among nurses, the Train-the-Trainer method is one of the most important aspects. This strategy entails locating a group of qualified educators or nurses who will act as program trainers and providing them with training. This will ensure that the material in the curriculum is delivered in a manner that is both consistent and of a high quality. The process of identifying persons who have a solid foundation in EBP, and catastrophe preparation is the first step in the train-the-trainer approach. This screening procedure is carried out with great care. These trainers should have an in-depth knowledge of the material covered in the course curriculum, the ability to effectively express difficult ideas, and the abilities necessary to organize training sessions that are interesting and participatory.

When the trainers have been selected, the next step is to put them through extensive training themselves. Because of this training, they will be equipped with the knowledge and abilities required to successfully present the material of the curriculum to their classmates. They are provided with comprehensive training materials, guidance for the facilitation of training sessions, as well as tools to support their function as trainers.

The strategy known as "train-the-trainer" helps ensure that the course material is presented in the same manner across all of the training sessions. They are able to maintain fidelity to the curriculum and guarantee that the desired learning outcomes are attained by ensuring that trainers are well-versed in the material and instructional techniques. This is done by ensuring that trainers are well-versed in the content and instructional strategies.

In addition, trainers are provided with continuing assistance and mentoring during the duration of the program. This support may take the form of recurring meetings, seminars, or online forums where trainers can discuss any issues or problems that may come up throughout the training process, share their insights and experiences, and discuss the best practices that they have discovered.

The technique of training those who will go on to instruct others is one that promotes sustainability by increasing an organization's internal capacity. If we teach a set of trainers, we can ensure that the curriculum is continually given, even when there are new nurses entering the field or when there is a need for refresher training. This strategy fosters an environment inside the business that is conducive to the exchange of information, which in turn encourages ongoing education and career advancement.

In addition, the train-the-trainer methodology may be used to give nurses greater agency by presenting

them with possibilities for leadership. By taking on the role of a trainer, nurses have the opportunity to hone their abilities in the areas of teaching and communication, expand their understanding of the subject matter, and become champions for the use of evidence-based practice in emergency preparedness. In a nutshell, the train-the-trainer methodology used in EBP Curriculum Development guarantees that the material of the curriculum is communicated in an efficient and uniform manner. It enables experienced educators or nurses to take on the role of trainers and provides those individuals with extensive training as well as continuing assistance. This strategy encourages long-term viability, encourages a culture of information sharing, and provides opportunity for the nurses who are participating in the program to further their professional development.

Integration into Practice

Establish mechanisms to facilitate the integration of EBP principles and guidelines into the hospital's disaster preparedness plans and protocols. Collaborate with hospital leadership, quality improvement teams, and relevant departments to ensure that evidence-based practices are incorporated and regularly reviewed.

Integration into practice is an essential part of evidence-based practice (EBP) curriculum development with the purpose of enhancing nurses' disaster readiness. In order to guarantee that the curriculum is in line with the emergency preparation plans and procedures of the hospital, it is necessary to work together with the leadership of the hospital, quality improvement teams, and relevant departments.

The first step in putting this theory into reality is to conduct a comprehensive analysis of the emergency preparation plans and procedures already in place inside the hospital. This makes it possible to have a deeper comprehension of the organizational setting, the practices that are already in place, and the prospective areas for improvement.

The EBP program guarantees that the educational material is directly related to the hospital's unique needs and requirements by matching the curriculum with the hospital's disaster preparation plans. This ensures that the educational content is relevant to the hospital. This integration serves to bridge the gap between education and practice, making it easier to make a smooth transition from studying to putting what you've learned into practice in the real world. It is essential to work together with the most important stakeholders to achieve success in integration. Participation from hospital administration, quality improvement teams, and relevant departments in the curriculum creation

process is essential for its success. These departments include emergency management, nursing leadership, and infection control, among others. Their observations, areas of expertise, and comments assist in ensuring that the curriculum accurately represents the reality of the hospital setting as well as its top goals.

It is very necessary for there to be consistent communication and coordination between the EBP program and the various hospital departments in order to achieve successful integration. This involves disseminating information, soliciting feedback, and organizing opportunities for conversation in order to address any issues or concerns that may surface throughout the process of integration.

Integration into practice calls for continuing assessment as well as monitoring of the efficacy of the program. This includes obtaining feedback from nurses who have finished the training, evaluating their application of knowledge and abilities in real-life scenarios, and identifying areas in which improvements may be made. The feedback loop contributes to the process of refining and improving the curriculum in order to better fulfill the requirements of the nurses and the preparation efforts of the hospital.

In addition to this, integrating theory into practice entails making certain that the curriculum is both long-term and malleable to various changes in the environment. The program must be evaluated and revised on a regular basis in order to take into account newly discovered facts, newly discovered best practices, and lessons learnt from actual catastrophes in the real world. This method of ongoing development assures that the curriculum will continue to be pertinent, up-to-date, and responsive to the ever-changing demands of the hospital and the healthcare personnel working there.

A culture of evidence-based practice may be fostered within an organization if the EBP curriculum is included into the disaster preparation plans and procedures of the institution. The empowerment of nurses to use their knowledge and abilities in a consistent and coordinated way leads to better patient outcomes and a healthcare system that is more robust in the face of natural catastrophes.

Ongoing Education and Support

Offer regular continuing education sessions, workshops, and knowledge-sharing platforms to sustain nurses' knowledge and skills in disaster preparedness. Provide access to up-to-date resources, research findings, and EBP databases to facilitate evidence-based decision-making during disasters.

The development of an Evidence-Based Practice (EBP) Curriculum for emergency preparedness among nurses must include on-going education and support as two of its most important components. In recognition of the fact that learning is an ongoing process, this component of the program ensures that nurses have access to the resources, opportunities, and support necessary to maintain and improve their knowledge and abilities in the area of disaster preparation.

The organization and delivery of continuing education classes and seminars on a consistent basis is an essential component of continuous education. New developments in the subject of disaster management may be discussed in these sessions, along with developing research, revised guidelines and procedures, and other recent innovations. Nurses are able to continually improve their knowledge base and adapt their abilities to new environments if they remain current with the most recent scientific findings and recommendations for best practices.

Knowledge-sharing platforms, such as online forums or communities of practice, provide an invaluable chance for nurses to debate cutting-edge disaster preparation tactics, share their experiences and obstacles, and trade stories about how they overcame those challenges. These platforms encourage cooperation and provide a place for continuous learning as well as opportunities for professional growth.

It is essential that nurses have access to information that is up to date in order for them to maintain their level of knowledge and make judgments based on evidence. It is important to ensure that nurses have the appropriate resources and information at their disposal, and providing access to research papers, relevant publications, online databases, and instructional materials helps to achieve this goal. They will then be able to critically analyze new findings and apply it into their practice as a result of this.

In addition, there should be support structures in place to help nurses in their continual path of professional development. This may include mentoring programs, in which more experienced nurses serve as guides, give feedback, and coach those with less experience. Peer support networks, which allow nurses to interact with colleagues who are going through similar issues, may also increase learning, cooperation, and resilience among their members.

Mechanisms for consistent assessment and feedback are necessary components of on-going educational and therapeutic assistance. It is possible for program

modifications to be informed by feedback from nurses who have successfully completed the training, as well as the identification of areas in which extra instruction or assistance may be required. This constant feedback loop makes it possible to modify and improve the training program, and it guarantees that continued education and assistance are tailored to the requirements of the nurses as well as the changing nature of disaster preparation.

The EBP Curriculum Development program allows nurses to retain and improve their knowledge, skills, and confidence in emergency preparedness by offering continuous education and assistance. This helps nurses to better prepare for disasters. This dedication to continual learning ensures that nurses are well-equipped to face the difficulties that are presented by catastrophes and contributes to the creation and execution of effective, evidence-based disaster preparedness strategies within the hospital context.

Monitoring and Evaluation

Implement a system to monitor the effectiveness and impact of the program. Collect feedback from participants, conduct post-training assessments, and evaluate changes in disaster preparedness practices, staff confidence, and patient outcomes. Use this data to refine and improve the program over time.

When it comes to the development of an evidence-based practice (EBP) curriculum for disaster preparation among nurses, monitoring and evaluation are essential components. The purpose of these procedures is to guarantee that the curriculum is aligned with the targeted results and to promote continuous development. This is accomplished by systematically analyzing the efficacy and impact of the curriculum.

During the process of putting the curriculum into action, monitoring consists of continuously collecting data and providing feedback. This may be accomplished via the use of questionnaires, examinations, observations, and comments from trainers as well as trainees. Monitoring makes it possible to identify any problems or difficulties that may occur, which enables prompt interventions and modifications to be made in order to improve the efficiency of the program.

The influence of the curriculum is evaluated in a manner that is both more exhaustive and methodical throughout the evaluation process. This involves the collection of data on a variety of elements, such as changes in the knowledge, abilities, attitudes, and behaviors of nurses before and after the training. The effect of the curriculum on patient outcomes, adherence to evidence-based recommendations, and

the general readiness of the healthcare institution to react to catastrophes may also be investigated during evaluations.

Assessments, quizzes, or tests taken after completion of nursing school may be used to evaluate the level of knowledge and ability that students have attained. This assessment helps to identify the degree to which the curriculum has effectively achieved its learning goals and highlights areas that may need further reinforcement or further assistance. Additionally, this evaluation helps evaluate the extent to which the curriculum has successfully achieved its learning objectives.

The evaluation of the efficacy of the curriculum is not complete without the input of nurses who have successfully finished the program. These responses may be gleaned from respondents to questionnaires, participants in focus groups, or individuals interviewed individually. It offers very helpful insights about how nurses perceive the curriculum, how relevant it is to their practice, and where there are opportunities for development.

In order to arrive at findings that are useful, the data that were gathered during monitoring and assessment need to be examined and interpreted. Through this study, the strengths and weaknesses of the curriculum, as well as areas for improvement and chances for future growth, are uncovered. In addition to this, it makes it possible to make decisions based on evidence about revisions, updates, or upgrades to the curriculum in accordance with the results.

The understandings obtained via monitoring and evaluation provide support for adjustments to the curriculum that are evidence-based. They provide guidance for continuing attempts to build curricula, make it easier to make decisions based on evidence, and propel efforts toward continual quality improvement. This iterative method ensures that the curriculum continues to be current, effective, and aligned with the requirements of nurses as well as the ever-shifting environment of disaster preparation.

The EBP Curriculum Development program is able to maximize its effect, identify areas for development, and contribute to the continuous improvement of disaster preparation practices among nurses provided a rigorous monitoring and evaluation approach is put into place.

By implementing this comprehensive Disaster Preparedness EBP Training and Integration Program, hospitals can significantly enhance the knowledge, skills, and readiness of nurses in disaster situations. The program's focus on evidence-based

practices will ensure that disaster preparedness plans are grounded in the best available research, leading to improved patient outcomes and a more resilient healthcare system.

Conclusion

The EBP Curriculum Development program can maximize its effect, identify areas for development, and contribute to the continuous improvement of disaster preparation practices among nurses provided a rigorous monitoring and evaluation approach is put into place. Evidence-based practice, often known as EBP, is an important component in helping nurses in the healthcare profession become better prepared for emergencies. For hospitals to be able to empower nurses to create and execute successful, evidence-based plans for disaster preparation, a framework for an innovative program has to be developed first. The development of an evidence-based practice curriculum, training modules, a train-the-trainer approach, integration into practice, ongoing education, and support, as well as monitoring and evaluation, are the key components of the program. Collectively, these components contribute to the building of nurses' knowledge, skills, and confidence in their ability to respond to natural disasters.

In addition, there should be support structures in place to help nurses in their continual path of professional development. This may include mentoring programs, in which more experienced nurses serve as guides, give feedback, and coach those with less experience. Peer support networks, which allow nurses to interact with colleagues who are going through similar issues, may also increase learning, cooperation, and resilience among their members.

Mechanisms for consistent assessment and feedback are necessary components of on-going educational and therapeutic assistance. Program modifications can be informed by feedback from nurses who have completed the training, as well as the identification of areas in which extra instruction or assistance may be required. This constant feedback loop makes it possible to modify and improve the training

program, and it guarantees that continued education and assistance are tailored to the requirements of the nurses as well as the changing nature of disaster preparation.

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Conflicts of Interest

The authors declare there are no significant competing financial, professional, or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

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