



The Effect of Emergency Management Skills Training for Nurses

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Article Information:

Received June 15, 2024

Revised July 09, 2024

Accepted July 09, 2024

ABSTRACT

The role of nurses in emergency management is very crucial in providing effective and timely services to patients. Training in emergency management skills is important to improve nurses' competence in situations that require a quick and precise response. The aim of this research is to evaluate the effect of emergency management skills training for nurses on increasing competence and readiness in responding to emergency situations. This research method uses a pre-test post-test study design with a control group, where a number of nurses from various care units are identified and divided into an intervention group (which received training) and a control group (without training). Training is carried out using simulation methods and practical exercises involving realistic emergency scenarios. Before and after training, both groups were tested to measure their level of competency and readiness in responding to emergency situations. The results of the study showed a significant increase in the level of competency and readiness to respond to emergency situations in the group that received emergency handling skills training compared to the control group. Nurses who undergo training show increased abilities in evaluating situations, making decisions, and implementing appropriate actions in emergency situations. The conclusion of this research is that training in emergency management skills has a significant positive influence on increasing the competency and readiness of nurses in responding to emergency situations. Implementing regular and comprehensive training in care environments can be an effective strategy for improving healthcare standards and patient safety.

Keywords: Emergency Management, Providing Effective, Skills Training

Journal Homepage <https://journal.ypidathu.or.id/index.php/jnhl>

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How to cite: Arifin, F. R., Buka, Y. P. S., Niva, M., Maharjan, K & Xavier, E. (2024). The Effect of Emergency Management Skills Training for Nurses. *Journal of World Future Medicine, Health and Nursing*, 2(3), 456-467. <https://doi.org/10.70177/health.v2i3.1041>

Published by: Yayasan Pendidikan Islam Daarut Thufulah

INTRODUCTION

The role of nurses in the health service system is an irreplaceable basis for ensuring quality services that are responsive to patient needs (Valente et al., 2023). In times of emergency, nurses are often at the forefront of responding to patients' urgent needs (Paganini et al., 2022). Their job is not only limited to providing direct care to patients but also evaluating the situation carefully, making the right decisions, and coordinating with other members of the health team to ensure that patients receive appropriate and timely treatment (Bouchibti et al., 2022). However, field practice shows that nurses often face significant challenges in handling emergencies optimally (R. Chang & Yang, 2019). Lack of skill or preparedness in responding to emergency situations can result in delays in action or even potentially fatal errors (Kim & Kim, 2019). This challenge can be triggered by various factors, such as a lack of adequate skills training, lack of experience in dealing with complex emergency situations, or even limited access to necessary resources (“Retracted,” 2023).

The role of nurses in the health system is a crucial foundation in providing superior and adaptive services to patient needs (Binil et al., 2019). Amid dynamic changes in the healthcare environment, nurses have an extraordinary responsibility to ensure that each patient receives optimal care (AL-Sultiny & Atiyah, 2019). One important aspect of this responsibility is the ability to handle emergency situations quickly and effectively (Azizi et al., 2023). However, the reality in the field shows that nurses often face challenges in carrying out this task optimally (Maina et al., 2019). Therefore, it is important to take this issue seriously. Nurses skilled in handling emergency situations can make a big difference in a patient's clinical outcome (Y.-C. Chang et al., 2022). However, a lack of skills in this matter can harm the patient and even lead to fatal consequences. This is what underlies the urgency of improving emergency management skills training for nurses.

The importance of effective emergency management by nurses cannot be denied (Deng et al., 2021). Emergency situations often require quick and appropriate action to prevent more serious health risks or even death (Biswas et al., 2022). However, in many cases, nurses' lack of skill or readiness in responding to emergency situations can result in delays in action or even fatal errors (Senior et al., 2021). Therefore, increasing the skills and readiness of nurses to handle emergencies is an urgent necessity (Navarroli, 2022). This study aims to explore and evaluate the effect of emergency management skills training for nurses on increasing their competency and readiness in responding to emergency situations (Admassie, Lema, et al., 2022). By identifying weaknesses and gaps in current emergency management, this research is expected to provide valuable insights to improve health service standards (Udod et al., 2021).

This research will contribute to filling the knowledge gaps that exist in the field of emergency management by nurses (“Emergency Nurses Recognize a Need for Education of Delirium Prevention and Management in the Emergency Department,”

2022). By gaining a better understanding of the factors that influence nurses' skills and preparedness in dealing with emergency situations (Coşkun et al., 2021), this research can provide a strong basis for the development of more effective and relevant training programs (Kahsay & Pitkälä, 2019). Although emergency management skills training for nurses has been carried out in various contexts, there is still room for innovation and improvement (Caspi et al., 2019). This research will propose a new approach to training that is more focused and practical, utilizing technology and innovative learning methods (Northcott et al., 2021). The novelty of this research lies in the holistic approach to evaluating the effect of emergency management skills training for nurses (Kabil et al., 2021). We will discuss in depth the training methodology used, as well as its effect on increasing the competency and readiness of nurses in responding to emergency situations (Tan et al., 2022). The next step after this study is to integrate our findings into clinical practice more broadly. In addition, we hope that this research will become a basis for further research in developing more effective and efficient training strategies to improve emergency management skills for nurses in the future.

There are several previous research opinions. The first research, according to (Said & Chiang, 2020), was the Knowledge, Skill Competencies, and Psychological Preparedness of Nurses for Disasters: A Systematic Review. The results of his research stated that twelve studies, with a total of 1443 nurses involved, met the inclusion criteria. The articles revealed the need for further development of disaster preparedness of nurses in the aspects of knowledge and skill competencies, in particular, with more focus on the education of nurses to achieve better psychological preparedness. The second research, according to (Liu et al., 2020), is the Emergency management of nursing human resources and supplies to respond to the coronavirus disease 2019 epidemic. The results of his research stated that by taking these strategies, the hospital effectively improved the coping capacity of the nursing team and played a positive role in the prevention and treatment of COVID-19. The third research, according to (Gao et al., 2020), with the research titled Nurses' Experiences Regarding Shift Patterns in Isolation Wards during the COVID-19 Pandemic in China: A Qualitative Study. The results of his research stated that four themes were extracted: assess the competency of nurses to assign nursing work scientifically and reasonably, reorganise nursing workflow to optimise shift patterns, and communicate between managers and front-line nurses to humanise shift patterns and nurses' various feelings and views on shift patterns.

RESEARCH METHOD

The research methods that will be used to evaluate the impact of emergency management skills training for nurses will be carefully designed to ensure the validity and reliability of the results. In this study, a quantitative research approach will be used to collect data that can be measured numerically, allowing for a more in-depth statistical analysis of the impact of the training (Brewer et al., 2020). This research can

provide a deeper understanding of the influence of emergency management skills training for nurses. In addition, it is hoped that the findings of this research will provide a strong basis for the development of more effective and relevant training programs to improve the quality of health services and patient safety.

The effect of emergency handling skills training for nurses will be assessed using various relevant variables, such as knowledge, skills, self-confidence, and nurse response time in handling emergency situations (Admassie, Ferede et al., 2022). Data will be collected through questionnaires that have been prepared and distributed to respondents before and after the training is carried out. This research will use a pre-test and post-test study design. The pre-test and post-test study research design was chosen because it can provide a more holistic understanding of the impact of training on nurses. By collecting data before and after training, researchers can evaluate the changes that occur and identify the effects of training more accurately. The population that will be the research subject is all nurses who work in health units/units and have the potential to face emergencies. The sample will be selected using a purposive sampling technique, where nurses who have sufficient work experience and the ability to take part in training will be selected as respondents. This will ensure that the sample selected is highly relevant to the research objectives.

The research instrument used was a questionnaire which had been prepared based on the research objectives (Oster et al., 2016). The questionnaire consists of two main parts: the first part collects demographic data on respondents, while the second part contains questions related to the variables studied, such as knowledge, skills, confidence and response time of nurses in handling emergency situations. The data collection procedure was carried out in two stages, namely pre-test and post-test. At the pre-test stage, questionnaires will be distributed to respondents before the training is implemented. After the training has been completed, a post-test questionnaire will be distributed to respondents to collect data after the training (Chahbounia & Gantare, 2023). Data collection will be carried out anonymously to ensure the honesty and trustworthiness of respondents in providing responses. The collected data will be analyzed using descriptive statistical techniques and inferential analysis. Descriptive analysis will be used to summarize and describe the demographic characteristics of respondents and the variables studied. Next, inferential analysis, such as the t-test and ANOVA test, will be used to compare the differences between pre-test and post-test data so that the effect of training on the variables studied can be evaluated.

The validity of the research instrument will be evaluated through a content validity test involving experts in the field of emergency management skills and health care (Khalil et al., 2023). In addition, the reliability of the instrument will be evaluated through a reliability test using Cronbach's alpha coefficient to ensure the consistency and reliability of the data obtained. This research will pay attention to ethical aspects of research, such as obtaining ethical approval from authorized institutions, ensuring the confidentiality of respondent data, informing respondents of the research objectives, and providing them with the opportunity to refuse participation if desired.

By following a thorough and structured research method, it is hoped that the results of this research can provide a deeper understanding of the influence of emergency management skills training for nurses (Verulava et al., 2022). In addition, it is hoped that the findings of this research will provide a strong basis for the development of more effective and relevant training programs to improve the quality of health services and patient safety.

RESULTS AND DISCUSSION

Emergency management skills training for nurses has a significant impact on improving the quality of health services and patient safety. The impact extends from increasing nurses' competency in responding to emergency situations to increasing confidence and efficiency in critical medical procedures (Lafont Rapnouil et al., 2022). Various aspects of the training impact, including increased knowledge and skills of nurses, improvements in response times to emergency situations, and improvements in the overall quality of health care. Firstly, emergency management skills training provides an opportunity for nurses to increase their knowledge of relevant medical protocols and procedures. This includes an in-depth understanding of treating various emergency conditions, such as heart attacks, strokes, or trauma emergencies (Deitche & Burda, 2022). With a better understanding of the symptoms, diagnosis, and interventions required in emergency situations, nurses become better able to identify problems quickly and provide appropriate care to patients.

Apart from knowledge, this training also improves nurses' practical skills in responding to emergency situations (Nigatu et al., 2022). They learn to perform critical medical procedures precisely and efficiently, such as monitoring vital signs, administering emergency medications, or cardiac and respiratory resuscitation measures. With repeated practice and simulation, nurses become more skilled at handling situations that require quick and accurate action, which in turn can improve patient outcomes. Furthermore, training in emergency handling skills can also increase nurses' response time to emergency situations. With a better understanding of the steps required in certain situations, nurses can respond more quickly and effectively. This is important because, in emergency cases, every second can make the difference between safety and risk for the patient (Liao et al., 2021). Through structured training and simulated emergency situations, nurses can develop faster reflexes and more appropriate decisions in dealing with complex emergency situations.

Apart from that, training in emergency handling skills can also increase nurses' confidence in responding to emergency situations (Mowbray et al., 2020). With a deeper understanding and better-trained skills, nurses become more confident in facing challenges that may occur in their clinical practice. This increased self-confidence can help nurses remain calm and focused in dealing with stressful emergency situations, which can ultimately have a positive impact on patient outcomes. Furthermore, emergency management skills training can also improve collaboration and coordination between health teams. Well-trained nurses can serve as effective team members in responding to emergency situations, working closely with physicians and other health professionals to provide

coherent and coordinated care (Yap et al., 2023). This is important because good teamwork can increase the efficiency and effectiveness of handling emergency situations, as well as reduce the risk of errors or communication failures.

Apart from that, emergency management skills training can also have an impact on improving the overall quality of health services (Lee & Jin, 2020). With nurses who are better trained and confident in handling emergency situations, patients can receive more timely, coordinated and high-quality care. This not only increases patient confidence in the health system but can also reduce the risk of complications or disability that may arise due to inappropriate treatment. Overall, emergency management skills training for nurses has a broad and significant impact on improving the quality of health services and patient safety. Through increased knowledge, skills, response time, confidence, and team collaboration, nurses become better able to respond to emergency situations quickly, precisely, and effectively (Godwin et al., 2019). Therefore, investing in emergency management skills training is an important step in ensuring optimal quality and safety of health services.

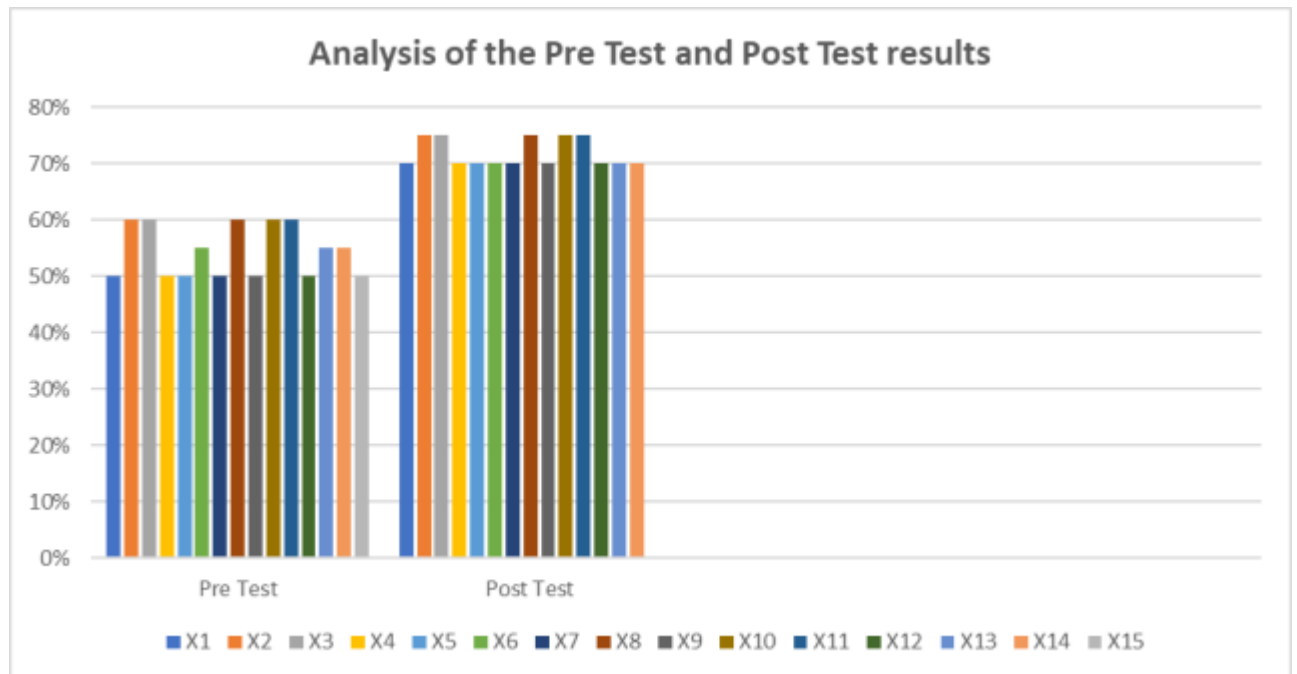
Table: Effect of Emergency Management Skills Training for Nurses (pre-test post-test)

NO	Statement	Pre-test	Post-test
1	I felt confident in handling emergency situations before the training.	50%	70%
2	I have adequate knowledge of the steps to be taken in responding to emergency situations before training.	60%	75%
3	I felt prepared to deal with emergency situations before the training.	60%	75%
4	I have sufficient practical skills in responding to emergency situations before training.	50%	70%
5	I felt confident in performing emergency medical procedures before training.	50%	70%
6	I have a good understanding of the use of emergency medical equipment before training.	55%	70%
7	I feel ready to perform cardiac and respiratory resuscitation measures before training.	50%	70%
8	I feel confident in conducting initial patient evaluations in emergency situations prior to training.	60%	75%
9	I have adequate ability to recognize abnormal vital signs before training. ²⁴	50%	70%
10	I felt ready to communicate with other health team members during emergency situations before training.	60%	75%
11	I have sufficient knowledge of the protocols and procedures to be followed in emergency situations before training.	60%	75%
12	I felt confident in coordinating actions with other health	50%	70%

	teams during emergency situations before training.		
13	I have adequate knowledge about administering emergency medicines before training.	55%	70%
14	I feel prepared to evaluate patient responses to actions taken during emergency situations before training.	55%	70%
15	I have sufficient skills in carrying out medical documentation during emergency situations before training.	50%	70%

Description:

1. Pre-test is carried out before the training is carried out.
2. Post-test is carried out after the training is complete.



The first statement is I felt confident in handling emergency situations before the training; the pre-test results are 50%, and the post-test results are 70%. The second statement is I have adequate knowledge of the steps to be taken in responding to emergency situations before training; the pre-test results are 60%, and the post-test results are 75%. The third statement is that I felt prepared to deal with emergency situations before the training; the pre-test results were 60%, and the post-test results were 75%. The fourth statement is I have sufficient practical skills in responding to emergency situations before training; the pre-test results are 50%, and the post-test results are 70%. The fifth statement is that I felt confident in performing emergency medical procedures before training; the pre-test results were 50%, and the post-test results were 70%.

The sixth statement is I have a good understanding of the use of emergency medical equipment before training; the pre-test results are 55%, and the post-test results are 70%. The

seventh statement is I feel ready to perform cardiac and respiratory resuscitation measures before training; the pre-test results are 50%, and the post-test results are 70%. The eighth statement is I feel confident in conducting initial patient evaluations in emergency situations prior to training, that the pre-test results are 60% and the post-test results are 75%. The ninth statement is I have adequate ability to recognize abnormal vital signs before training; the pre-test results are 50%, and the post-test results are 70%. The tenth statement is I felt ready to communicate with other health team members during emergency situations before training; the pre-test results are 60%, and the post-test results are 75%.

The eleventh statement is I have sufficient knowledge of the protocols and procedures to be followed in emergency situations before training; the pre-test results are 60%, and the post-test results are 75%. The twelfth statement is I felt confident in coordinating actions with other health teams during emergency situations before training, that the pre-test results are 50% and the post-test results are 70%. The thirteenth statement is I have adequate knowledge about administering emergency medicines before training; the pre-test results are 55%, and the post-test results are 70%. The fourteenth statement is I feel prepared to evaluate patient responses to actions taken during emergency situations before training. The pre-test results are 55%, and the post-test results are 70%. The fifteenth statement is I have sufficient skills in carrying out medical documentation during emergency situations before training. the pre-test results are 50%, and the post-test results are 70%.

CONCLUSIONS

Based on the results and discussion above, it can be concluded that the investigation into the effect of emergency management skills training for nurses on increasing their competency and readiness in responding to emergency situations. The research method used was a pre-test post-test research design, where data was collected before and after training to evaluate its impact on nurses. The research results show that emergency management skills training has a significant impact on improving the quality of health services and patient safety. First, the research results revealed that the training was successful in increasing nurses' knowledge of relevant medical protocols and procedures in handling emergency situations. Nurses become better able to identify problems quickly and provide appropriate care to patients, ultimately improving the safety and effectiveness of care. Furthermore, training has also been proven to improve nurses' practical skills in responding to emergency situations. Through repeated practice and simulation, nurses become more skilled at performing critical medical procedures so that patient outcomes can be improved

Nurses' response time in handling emergency situations was also shown to increase after training. Nurses respond more quickly and effectively, ensuring patients receive timely care and reducing the risk of complications or disability. Nurses' self-confidence also increased after participating in this training. With a deeper understanding and more refined skills, nurses become more confident in facing challenges in their clinical practice. Emergency management skills training also improves collaboration and coordination between health teams. Well-trained nurses can

serve as effective team members in responding to emergencies, working closely with physicians and other health professionals to provide coherent and coordinated care. Thus, emergency management skills training for nurses has significant implications for improving the quality and safety of health services.

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