

Enhancement' dominated EMT-IIs' 'Competency', followed by 'Length of Time for Field experience', 'Instructor Expertise', 'TA Expertise', and 'Willingness to Learn'. Both 'Age' and 'Total Course Time' had a negative effect on 'Competency'. 'Capability Enhancement' was mainly influenced by 'Practice Absorption' and 'Theory Absorption', followed by "Willingness to Learn", 'Instructor Expertise', 'Total Course Time', 'TA Expertise', 'Self Confidence' and 'Practicum Time in Ambulance Station'. However, the construct of 'Teaching Technique' imposed a negative effect on 'Capability Enhancement'.

**Conclusion:** The SEM model explains 75.7% of the variances in competency for EMT-IIs. The 'Competency' is dominated by 'Capability Enhancement'. Improving the quality of course, instead of time, and recruiting younger EMT-IIs may advance the competency. Modification of 'Teaching Technique' may enhance the capability of EMT-IIs.

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### (P1-32) Training Needs Assessment of the Public Health Nurse (Phn) Competency at Health Post in Nepal

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**Objective:** This study aimed to assess the training needs of public health nurses (PHN) and compare the job performed by them with job descriptions.

**Materials and Methods:** A descriptive study was conducted by utilizing triangulation research method. It was conducted in Eastern and Central regions of Nepal with 13 PHNs (of 13 districts among 75 districts of Nepal) and their supervisors were included as the samples. Data was collected by using standardized tools.

**Results:** The mean age of the PHNs was  $43.69 \pm 9.4$  years. Near half (46%) had 10 to 20 years job experienced. Most of the respondents (85%) had done PCL Nursing. All most all (92%) subjects had undergone some in-service education. Most of them (57%) used to visit health posts. The majority of PHNs (85%) assisted in planning and implementation of program for a health post. The Majority (85%) were involved in educational activities. Most (85%) were used to supervise the staffs working at health post. The majority of PHNs (77%) were not involved in research activities. Most of them (85%) prioritized the needs of training on recent concepts to bridge the gap between traditional and recent concepts of public health.

**Conclusion:** PHNs have broad areas of nursing expertise and opportunities for work if needed in a sufficient manpower at the district level. Most of them completed PCL nursing a number of years previously and therefore need training on recent advances and need to recruit more PHNs to improve public health services in Nepal.

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### (P1-33) Psychological Stress and Effect of War on Education and Educator

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**Background:** A well sounded education in a peaceful environment is a stepping stone to a good future of a society. Therefore, we can say the foundation and potentiality of economic and socioeconomic of any country is well defined by this.

**Discussion:** Not everyone receives the reward of education that plays a vital part in their lives. The main reasons as to why this is the case, is due to the environment the person/individual lives in. For example, when a child is living in conflict and poverty as a major crisis the need for education will be ignored. Children in war torn countries such as Afghanistan where children are constantly under physical and psychological stress due to their schools being destroyed by bombardment and also the killing of their educators. Furthermore, children in war torn countries have a high risk of concern for a pointless education as they don't get a chance to attend school regularly, but they will dapper with educational stress. In this situation all the educators and their students will be whirling in the storms and floods of psychological stress. Education is very emotional and traumatic as it is in Afghanistan, where they suffered through the unfair interference of outsiders in their home country as the Russian did by the name of democracy in 1979–1998. Unfortunately, following 09/11 a new time has set with a new kind of invasion which is going on. We now observe more tragic situation which again external powers are injecting their culture and foreign bodies in Afghanistan. It's obviously drying out the water of our culture.

**Conclusions:** Where the Culture itself is one of the most important and valuable aspect of life it is a tower of education. Without culture, education would never have been built and so never could be improved.

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### (P1-34) Chinese Undergraduate Nursing Student's Attitude and Understanding of Disaster

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**Objective:** To identify attitudes and understanding of Chinese undergraduate nursing students towards disaster, therefore providing information for the development of a disaster nursing curriculum in the Chinese context.

**Methods:** A total 214 undergraduate nursing students (Year 1 to 4) in one medical university in China were surveyed in 2010.

**Results:** The majority of undergraduate nursing students (94.9%) were concerned about disaster, 46.7% of them thought they were very knowledgeable about disaster, while 39.3% of them stated they were moderately knowledgeable about disaster. The most popular way for the students to get information about disaster was television (88.3%), followed by internet (67.8%) and newspaper (45.8%). Only 33.6% of them said they gained information from the university. Earthquake (93.7% of students) and flood (36.1% of students) were mentioned by the students as examples of disasters that have occurred in China. The majority of students said the Wenchuan earthquake (2008) was the disaster that had the greatest impression on them. Five aspects were identified