Research Paper:
Earthquake and the Educational Needs of People With Physical Disabilities and Related Groups: A Qualitative Study

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Objective
People with disabilities are highly vulnerable during disasters and their mortality is higher than normal population. The causes of this vulnerability, in addition to the physical problems and movement limitations, can be lack of their knowledge in facing with disasters. Such deficiencies can adversely affect their preparedness surviving in the disastrous situations and cause adverse consequences. Hence, this study aimed to identify the educational needs of people with physical disabilities and related groups in earthquakes, through understanding their views.

Materials & Methods
The study was done in a qualitative method. Participants were selected from people with physical disability who had an experience of earthquake, literate, and in the age range of 18-60 years, through purposive sampling in two methods of maximum variation and snowballing. Semi-structured interviews were used for data collection and data saturation was reached with the entry of 18 eligible individuals. Thematic analysis was applied for data analysis assisted by MAXQDA software V. 10.

Results
According to the participants, education was an essential factor for improving their preparedness for earthquake. The educational needs were categorized as two main themes. The first main theme included two subthemes: 1. Basic educational needs such as saving life and prevention of secondary disabilities, keeping calm, stress management, and decision making; and 2. Empowerment educational needs such as coping with disabilities in critical situations, providing relief to other people in case of having enough ability, and educating other people with disabilities. The second theme included two subthemes: 1. General educational needs related to families and public, such as rescue of people with disabilities, saving self-life and prevention of disabilities, proper relief to public for prevention of disabilities, accompanying and psychological support of people with disabilities; and 2. The specialized educational needs for relief workers and disaster managers, including relief to people with disabilities, prevention of disability and injury while rescuing public, familiarity with different groups of people with disabilities and their needs, and considering the needs of people with disabilities in the response measures.

Conclusion
Based on the findings, the educational needs of people with physical disabilities and related groups, emerged in the form of preserving life, health and disability prevention, empowerment and improving the quality of services in the earthquake. Fulfilling the educational needs can increase the preparedness of these people in facing with earthquakes, although it requires the development of standard and practical educational programs by obtaining their opinions and implementing it in the situations before the disasters. On the other hand, considering that no serious and principled action has been taken so far in the field of education of people with disabilities, it is necessary for the planners and policymakers to formulate specialized policies in accordance with the country’s conditions. This measures can be effective in reducing mortality and improving the health of these people in disaster situations.

Keywords: People with disabilities, Education, Needs, Disasters, Earthquake

ABSTRACT
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Extended Abstract

Introduction

Disasters have been the focus of human attention for centuries. Today, disasters account for a large portion of government resources and programs. Climate change, human manipulation of nature, and the rapid growth of technology have increased the vulnerability of people and the occurrence of disasters [1]. The number of reported disasters and the extent of their effects show that most disasters are inevitable and are associated with changes in the environment, resources, population, etc., and communities are severely affected by disasters [2, 3]. Some groups of people in the community are more vulnerable to disasters, including people with disabilities and their mortality is higher than the general population [4].

The United Nations World Conference on Disaster Risk Reduction addresses the problems of people with disabilities, including neglect in decision-making processes, poor living conditions, inadequate infrastructure, unfair income or lack of income sources, limited access to services, especially education and information [5]. In addition, researchers believe that one of the reasons for the lack of preparedness of people with disabilities in the face of disasters compared with ordinary people is the limitation of access to basic training and their lack of knowledge and emphasis on the education of these people [6-8]. Also, the results of studies emphasize the lack of knowledge of people with physical disabilities in the areas of disaster prevention and reduction and response measures. Lack of knowledge in these areas along with mobility problems due to disability, especially in devastated areas, life and property are at greater risk and increase their vulnerability [9]. McClure et al. showed that the ability and emergency evacuation programs of people with spinal cord injuries who use wheelchairs in the event of a disaster indicate that they are unable to exit the emergency room due to mobility limitations and should be adequately trained about using related technologies and an emergency exit plan. Therefore, researchers have recommended training and empowerment of people with physical disabilities and identifying their educational needs [10].

However, limited studies are available on the needs of people with disabilities (especially educational needs) at the international [11, 12] and national levels [13]. Therefore, due to the importance of education for people with disabilities, especially people with physical disabilities and because of their special conditions and mobility restrictions to escape the danger [14], and considering that these people 40% of the total population are people with physical disabilities in Iran [15], the present study was conducted as part of a larger study to identify the educational needs of people with physical disabilities and related groups from their perspectives of family, people, rescuers, and disaster managers.

Materials and Method

This research was a qualitative study because, in qualitative studies, it is possible to identify the needs and investigate the causes of their formation, as well as to understand the human condition [16-18]. We used qualitative content analysis, which has been widely used in health-related studies in recent years, with a conventional approach [19].

Participants were employed and non-employed people with physical disabilities, literate, and experienced in earthquake exposure, and were invited to study through purposeful sampling [20, 21]. The participants were selected through face-to-face visits to the Rehabilitation Department of the Welfare Organization of Iran and welfare departments of the earthquake-stricken cities using the information of people with disabilities. Finally, 18 eligible individuals (seven females and 11 males) were enrolled.

To collect data, semi-structured interviews considering the health system were done [22]. Through a review of the sources and objectives of the study, the interview guide was developed and the experts were guided to resolve the possible issues. To determine the reliability of the study data, four criteria of validity, transferability, confirmability, and stability were considered. To this end, measures, such as verification of interview data after implementation by participants, data integration, description of study data during the collection and reporting findings, recording all the details of the research, and taking notes in all stages of the research were taken [17, 23, 24]. Participants were asked questions, such as “Have you ever received special training in earthquake management? How do you see the impact of such training? What type of training and training method do you consider appropriate according to your circumstances?” According to the participants, the relevant groups included families, rescuers, people, and disaster managers, who answered the question, “Who do you recommend training other than yourself and why?” They identified and believed that educating these people could affect their health and quality of life. Thus, 18 interviews were conducted from January to September 2018 for 60-45 minutes. After each interview, the recorded interviews were transcribed verbatim and assigned a code. To analyze the data, the thematic analysis method was used by the six-step method of Brown and Clark [25]. Also, MAXQDA software version 10 was used to manage the data.
For the present study, the necessary permissions were obtained from the Ethics Committee of Iran University of Medical Sciences. For each participant, the research objectives and explanations were provided, including voluntary participation, compliance with the principle of confidentiality, and the right to withdraw from the investigation at any time. The approximate duration of the interview was explained to the participants in the research and the interview time was adjusted based on their physical, mental, and emotional state. A conscious consent form was also signed by the participants.

Results

Participants in the study considered education as essential to improving earthquake preparedness and commented on the two main categories of educational needs of people with disabilities and the educational needs of relevant groups, including families, people, rescuers, and disaster managers. Educational needs from the perspective of people with physical disabilities are listed in Table 1.

Educational needs of people with physical disabilities

Due to the seismicity of the country and the problems and limitations of people with disabilities and the high probability of their mortality compared with healthy people, the participants considered it necessary to train in dealing with earthquakes appropriate to the type of disability. In addition to increasing performance and reducing pain, they emphasized the positive impact of such training on valuing people with disabilities as individuals in the community. They also mentioned the role of people with disabilities in demanding proper education from responsible organizations, such as the Welfare Organization, non-governmental rehabilitation-oriented organizations, and the Red Crescent Society.

Basic educational needs

Participants acknowledged their need for life-saving training and prevention of secondary disabilities in earthquake conditions as a basic need. They considered the reasons for the necessity of this training as mobility problems and inability to escape from dangerous situations, dependence on aids of others in mobility and movement, especially in critical situations, and inability to choose a safe place and shelter. In addition, participants discussed other educational topics they needed to acquire skills for maintaining composure, stress management, and decision-making. They believed that due to physical problems, fear of further harm, and dependence on others in critical situations, they were unable to control themselves and suffered from severe stress and inability to make decisions.

Empowerment educational needs

Participants believed that the training they received, in addition to saving their lives and self-control, should lead to an increase in their ability to adapt to disability in critical situations. Physical problems have caused most of these people to depend on others to do their jobs, which is a big problem for them during and after the earthquake. Hence, they wanted the training to increase their ability to cope with the earthquake so that they could cope despite their disabilities.

Participants also believed that if their abilities increase, they can help others and even pass on the training to other people with disabilities.

Educational needs of relevant groups to people with physical disabilities

Participants also mentioned the training needs of related groups, including families, people, relief workers, and disaster managers. They mentioned that if these people are trained about dealing with earthquakes, saving their lives and the lives of others, and providing services to people with disabilities, in addition to maintaining their health, they will be more effective in supporting people with disabilities.

General educational needs

General educational needs include the educational needs of families and people. According to the participants, considering that people with disabilities alone are not able to take refuge and evacuate to insecure places to save their lives and need the help of other people, family members, as the closest people to them, can play effectively in this regard. Therefore, improving their knowledge on how to deal with earthquakes is very fruitful and its effects in addition to saving lives and preventing disability for the trainee can also save the person with disabilities.

Participants also stated that because the people of the community are the first to rush to the aid of the people under the rubble, training these people as the first responders not only can save their lives and prevent disability but also plays an important role in preserving the lives of the injured and preventing secondary disabilities. On the other hand, due to the limited number of rescuers and the need for many people to help in the event of a large-scale accident, training ordinary people to provide services can be very effective. Also, educating people to empower them to cope with critical situations can relieve the burden of the authorities.
Another issue that was considered in the educational needs of the participants was the support and psychological support of people with disabilities. These people experience many difficulties in earthquake conditions due to physical problems, emotional and functional dependence on others, financial difficulties, and similar issues, and they need psychological support and companionship of others more than healthy people.

**Specialized educational needs**

These training needs, according to the participants, included the training needs of relief workers and disaster managers. Because rescuers have the specialized task of search and rescue, their additional training in topics, such as how to properly rescue people from prevent disability or secondary disabilities, identifying people with disabilities and prioritizing rescue them, familiarity with how to transport these people according to their problems, and identifying the needs of different groups of people with disabilities to provide optimal services, is very effective. Therefore, the participants introduced this need as training special aid workers.

Another issue addressed by the participants was the training needs of disaster managers. People with disabilities, while emphasizing their problems in the field of economic issues, adaptation and urban furniture, transportation, employment, etc., acknowledged that with the occurrence of the earthquake, their difficulties multiplied and they lost their savings for many years. Therefore, the participants need that the managers to be informed about their needs and consider them when providing services in earthquake conditions and also provide suitable facilities for this group.

**Discussion and Conclusion**

Participants in the study considered education as essential in improving preparedness while facing an earthquake and their educational needs were classified into two main themes: educational needs of people with physical disabilities and educational needs of relevant groups. The first main theme consisted of two subthemes: basic educational needs, including saving lives and preventing secondary disabilities, maintaining composure, stress management, and decision-making; and also empowerment educational needs such as coping with disabilities in critical situations, providing relief to other people in case of having enough ability, and educating other people with disabilities. The second main theme had two subthemes: general educational needs of families and public, including, rescue people with disabilities, saving lives and preventing disabilities, providing proper relief to public for prevention of disabilities, and accompanying and psychological support of people with disabilities; and specialized educational needs related to relief workers and disaster managers, including relief to people with disabilities, prevention of disability and injury while rescuing people, familiarity with different groups of people with disabilities and their needs, and considering the needs of people with disabilities in response measures.

Participants in the present study acknowledged that they had not yet received training about the earthquake. Kamali et al. mentioned this issue regarding the Rudbar and Kazerun earthquakes [26], which shows that in the interval between these two studies (14 years), no attention has been paid to educating people with disabilities. However, studies have shown that education is an effective intervention for people with disabilities that has lifelong benefits [27]. Morris and Jones showed that people with disabilities who were...
trained and experienced in dealing with disasters received higher scores in preparedness [28].

Participants also mentioned their need for life-saving training to prevent further injury, control mental health, and empower to improve earthquake preparedness. The United Nations Office for Disaster Risk Reduction also emphasizes comprehensive training for people with disabilities regarding harm reduction, adaptation, mitigation, disaster preparedness, evacuation, and early warnings like other people with the same quality, and appropriate training facilities in an environment free of violence [29], which is in line with the needs raised by our participants.

In addition, the participants considered family education as a necessity and linked the promotion of their knowledge to the preservation of life and health of people with disabilities. According to Juen et al., families of people with disabilities need to be trained in dealing with disasters to care for and interact with them [30]. Hipper et al. have considered education as an essential need for the families of people with disabilities because it leads to identifying local emergency sources, develop a family emergency plan focusing on the child’s specific needs, communicate with officials, and obtain information about local shelters [31].

Training the public as they are first available in the disaster scene to provide optimal services to others, including people with disabilities, was considered by the participants in the present study. In the studies conducted after the Rudbar, Kazerun, and Bam earthquakes, the need for public education to face the earthquake and understand the concept of rehabilitation, and training specialists to provide appropriate and timely services to people with disabilities and earthquake victims, has been emphasized [26, 32].

Another finding of the present study was the effective role of specialized training of paramedics in identifying the needs of people with disabilities and taking these needs into account in providing them with relief. Studies have shown that specialized training of paramedics on the needs of people with disabilities before disasters is essential and can increase their awareness, knowledge, and skills in providing services in the event of disasters [30, 33]. Rowland et al. also pointed out that the specific training of relief personnel, especially in the field of rehabilitation aids, using the consulting services of rehabilitation experts (physiotherapists, occupational therapists, and rehabilitation nurses) is effective in helping people with mobility disabilities [34].

In addition, according to the participants regarding the training of disaster managers, identifying the needs of people with disabilities and the services they need, makes managers pay special attention to this group and prioritize their services. Wolf-Fordham et al. acknowledged that emergency plans are usually designed for healthy people and managers and planners are not adequately trained about the needs of people with disabilities in critical situations. Trained respondents will be able to increase equal access to emergency services in disaster situations and remove barriers to the optimal response that increase the safety and well-being of people with disabilities [6]. Fox et al. also indicated the lack of knowledge of disability emergency management teams. Therefore, researchers recommend considering issues related to people with disabilities in the training program of managers [35].

Therefore, considering the educational needs of people with disabilities has increased their readiness in the face of earthquakes; however, the development of standard and practical training programs using their opinions and also implementation of these programs in conditions similar to disasters are needed. On the other hand, considering that no serious and principled action has been taken regarding educating people with disabilities so far, it is necessary for planners and policymakers to provide specialized training platforms for these people by formulating specialized policies appropriate to the country’s conditions. This measure can be effective in reducing mortality and improving the health of these people in disaster conditions. In addition, it is suggested that further studies be conducted to identify the needs of different groups of people with disabilities in other natural, technological and pandemic hazards, especially COVID-19.

Ethical Considerations

Compliance with ethical guidelines

This study was approved by the ethics committee from the Iran University of Medical Sciences. Also, All ethical principles are considered in this article. The participants were informed about the purpose of the research and its implementation stages. They were also assured about the confidentiality of their information and were free to leave the study whenever they wished, and if desired, the research results would be available to them.

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Authors' contributions

Investigation, Writing-original draft, and Writing -review & editing: Shahrzad Pakjouei; Supervision: Aydin Ary-ankhesal; Methodology: Mohammad Kamali and Hesam Seyedin; Assistance to editing: Mohammad Heidari.

Conflict of interest

The authors declared no conflict of interest.
مقاله پژوهشی:
زلزله و نیازهای آموزشی افراد دارای معلولیت جسمی حرکتی و گروه‌های ذی ربط: یک مطالعه کیفی

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کلیدواژه‌های مقاله:
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- افراد دارای معلولیت
- جسمی حرکتی
- گروه‌های ذی ربط
- مطالعه کیفی

۵۵
کشفیات جهانی ملک متحد در کاهش خطر بیمار، به مشکلات افراد دارای معلولیت یکی از جنبه‌های اصلی در زمینه خطرات بیماری است. این افراد به دلیل محدودیت حرکتی و عملکردی خاصی را دارا هستند که زمینه‌های مواجهه با حوادث بیماری و بروز مشکلات به‌وجود می‌آورند. در این مقاله، محققین به‌وسیله روش تحلیل محتوایی، از جمله تحقیقات و تجربیاتی که در زمینه توانایی غیرنظامی و برنامه‌ریزی‌های اضطراری افراد دارای معلولیت جسمی حرکتی، انجام شده است. مصاحبه با این مراجع نشان داد که نداشتن مطالعات و تحقیقات کافی در زمینه توانایی غیرنظامی افراد دارای معلولیت جسمی حرکتی و برنامه‌ریزی‌های اضطراری در این گروه، منجر به افزایش خطرات به چشم می‌آید.

مقدمه
بیماری‌ها و بیماری‌های ایالاتی که باعث مشکلاتی در زمینه توانایی غیرنظامی و برنامه‌ریزی‌های اضطراری می‌شود، به‌وسیله روش تحلیل محتوایی، از جمله تحقیقات و تجربیاتی که در زمینه توانایی غیرنظامی و برنامه‌ریزی‌های اضطراری افراد دارای معلولیت جسمی حرکتی، انجام شده است. مصاحبه با این مراجع نشان داد که نداشتن مطالعات و تحقیقات کافی در زمینه توانایی غیرنظامی افراد دارای معلولیت جسمی حرکتی و برنامه‌ریزی‌های اضطراری در این گروه، منجر به افزایش خطرات به چشم می‌آید.

رشوه پزشکی
برای آزادی از مخلوط طبیعی و خصوصی، افراد دارای معلولیت جسمی حرکتی، از جمله در زمینه توانایی غیرنظامی و برنامه‌ریزی‌های اضطراری می‌توانند، به طور حرفه‌ای از مطالعات و تحقیقاتی که در این زمینه انجام شده است، خورشید گرفته و به بهترین کارآیی در آنها وارد شوند. با صرفه جویی در منابع، افراد دارای معلولیت جسمی حرکتی، از جمله در زمینه توانایی غیرنظامی و برنامه‌ریزی‌های اضطراری می‌توانند، به طور حرفه‌ای از مطالعات و تحقیقاتی که در این زمینه انجام شده است، خورشید گرفته و به بهترین کارآیی در آنها وارد شوند.
شماره 16 ماه 1398 هفته 81

تمدن نخستی

مطالعه کیفی در سه مرحله تحقیق بررسی می‌گردد. اولین مرحله شامل ثبت و ضبط تمامی جزئیات پژوهش و یادداشت‌برداری از تمامی فرآیندهای پژوهشی، از طریق توصیف غنی از مجموعه داده‌های مطالعه. افزایش قابلیت اعتبار، داده‌های مصاحبه پس از پیاده‌سازی استفاده شد که در مطالعات کیفی روشی رایج است. به روش شش مرحله‌ای بران و کلارک استفاده شد که در مطالعات کیفی روشی رایج است و در تحقیق‌های مرتبط با نظام سلامت کاربرد دارد. پژوهش‌گر در این مطالعه شهرها و روستاهای متأثر از زلزله بود. تحلیل داده‌ها از چهار معیار قابلیت اعتبار، قابلیت ثبات، قابلیت اطمینان و قابلیت انتقال پست و تجدید. مشخصات جمیع نشان‌دهنده مشترکت‌کننده در جدول شماره 1 آمده است.

1. اهداف مطالعه

مشترکت‌کننده در پژوهش، آموزش را ارائه توسط چندین هدف ارتقاء امکان کننده در بهبود سلامت و کمک به پیشرفت در استعدادهای مصرف و محیط زیستی امروزی، آموزش‌های افراد، محیط زیستی، و امروزی‌های افراد و محیط زیستی، به‌عنوان یک پیش‌بینی از طریق توصیف غنی از مجموعه داده‌های مطالعه، که در مطالعات کیفی روشی رایج است، به روش شش‌مرحله‌ای بران و کلارک استفاده شد که در مطالعات کیفی روشی رایج است و در تحقیق‌های مرتبط با نظام سلامت کاربرد دارد. پژوهش‌گر در این مطالعه شهرها و روستاهای متأثر از زلزله بود. تحلیل داده‌ها از چهار معیار قابلیت اعتبار، قابلیت ثبات، قابلیت اطمینان و قابلیت انتقال

2. توالی‌های

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۱۱. Thematic analysis
۱۲. Braun and Clarke
۱۳. Familiarization with data
۱۴. Generating initial codes
۱۵. Searching for themes
۱۶. Reducing themes
۱۷. Defining and naming themes
۱۸. Producing the report

۸. Semi-structured
۴. Topic Guide
۵. Trustworthiness
۶. Reliability
۷. Validity
۸. Confirmability
۹. Dependability
۱۰. Triangulation
مشارکت کنندگان کسی مطرحی جهت حفظ خودسپاسی کنترل استرس و تضمین گری به آن آموزش بدهد که به لحاظ شناختی در زمینه های ایمنی در زمینه تربیت فیزیکی، بتواند یک مدرن کننده یا افسر سالم در زمینه تربیت فیزیکی به پایداری و درآمد می‌گردد. شامل نیازهای آموزشی افراد دارای معلولیت جسمی حرکتی می‌باشد.

مشارکت کنندگان با توجه به زلزله خطری کشور و نیاز بیشتر افراد طراحی متعلق به آن‌ها، به لحاظ شناختی و متعددی به وجود آمده بوده است. در زمینه حرکت، به زبان‌های مسلط و محدودیت‌های موجود در این‌ها است. در مورد افراد دارای معلولیت، به خصوص افراد دارای معلولیت حرکتی، نیاز بیشتر انسان به آموزش، به دلیل مشکلات و محدودیت‌های موجود و احتمال مرگ و میر آنان، بالا بوده است.

مشارکت کنندگان به آموزش در زمینه مواجهه با زلزله تأکید کردند. آنان همچنین اذعان داشتند که تاکنون به دلایلی چون نبود افراد آگاه برای ارائه آموزش در این زمینه و عدم وجود سالیانه وزارت زمینه در محل زندگی آن‌ها، آموزش‌های مرتبط را دریافت نکرده‌اند.

آنان علاوه بر تأثیرات محیطی افراد معلولی، به عنوان تأثیر مثبت آموزش در رابطه با به‌حساب آمدن افراد دارای معلولیت به عنوان یک متغیر جامعه تأکید کردند.

بهنگام زمینه‌های مختلفی که باید آموزش داده شود، برای شخصیتی حائز اهمیت است بکنند. یکی از مواردی که باید آموزش داده شود، این است که فرد معلول، اول خونسردی خودش را حفظ کند و موم الکمه را از تمرکز حفظ نکنند. می‌تواند این هواستانی است که تخلیه آنها را باعث لازم بوده است که افراد طراحی معلولیت، در زمینه مواجهه با زلزله را از آنها مطالعه کنند. می‌تواند به عنوان یک مطالعه کتابخانه‌ای برای افراد معلولی، در زمینه مواجهه با زلزله، کاربردی است.

مشارکت کنندگان معتقد بودند که آموزش‌های مطلبی‌هایی که به آنها مطالعه می‌گردد، به شکلی‌که تضمین گری به آن‌ها می‌گردد، شامل نیازهای آموزشی پایه ای است. مشارکت کنندگان معتقد بودند که آموزش‌های مطلبی‌هایی که به آنها مطالعه می‌گردد، به شکلی‌که تضمین گری به آن‌ها می‌گردد، شامل نیازهای آموزشی پایه ای است. مشارکت کنندگان معتقد بودند که آموزش‌های مطلبی‌هایی که به آنها مطالعه می‌گردد، به شکلی‌که تضمین گری به آن‌ها می‌گردد، شامل نیازهای آموزشی پایه ای است. مشارکت کنندگان معتقد بودند که آموزش‌های مطلبی‌هایی که به آنها مطالعه می‌گردد، به شکلی‌که تضمین گری به آن‌ها می‌گردد، شامل نیازهای آموزشی پایه ای است. مشارکت کنندگان معتقد بودند که آموزش‌های مطلبی‌هایی که به آنها مطالعه می‌گردد، به شکلی‌که تضمین گری به آن‌ها می‌گردد، شامل نیازهای آموزشی پایه ای است. مشارکت کنندگان معتقد بودند که آموزش‌های مطلبی‌هایی که به آنها مطالعه می‌گردد، به شکلی‌که تضمین گری به آن‌ها می‌گردد، شامل نیازهای آموزشی پایه ای است. مشارکت کنندگان معتقد بودند که آموزش‌های مطلبی‌هایی که به آنها مطالعه می‌گردد، به شکلی‌که تضمین گری به آن‌ها می‌گردد، شامل نیازهای آموزشی پایه ای است. مشارکت کنندگان معتقد بودند که آموزش‌های مطلبی‌هایی که به آنها مطالعه می‌گردد، به شکلی‌که تضمین گری به آن‌ها می‌گردد، شامل نیازهای آموزشی پایه ای است.
در مورد کمک به دیگران، در آن لحظه شاید راه‌ها بسته باشد، به درخواست افراد دیگر و سایرین و ارائه خدمات به آنان بتوانم حرکت کنم چون امکانات بیمارستانی در آن لحظه محدودیت نیست (مشارکت کننده 12).

مشارکت کنندگان سطح تحصیلات دانشجوی، لیسانس مشاوره و ابتدایی، البته دیپلم و دانشجوی را بسیار افراد معتقد می‌کنند.

| شماره | جنسیت (سال) | سن (سال) | میزان تحصیلات | سطح تحصیلات | شغل | مدت شغل | مدت مراقبت کننده | مدت مراقبت کننده | مدت مراقبت کننده | مدت مراقبت کننده |
|-------|--------------|-----------|----------------|---------------|------|-----------|------------------|------------------|------------------|------------------|
| 1     | مرد          | 43        | لیسانس مشاوره | دانشجوی      | شاغل | 26        | مراقبت 18       | مراقبت 18       | مراقبت 18       | مراقبت 18       |
| 2     | زن           | 35        | دیپلم           | دانشجوی      | شاغل | 32        | مراقبت 18       | مراقبت 18       | مراقبت 18       | مراقبت 18       |
| 3     | مرد          | 40        | دیپلم           | دانشجوی      | شاغل | 33        | مراقبت 18       | مراقبت 18       | مراقبت 18       | مراقبت 18       |
| 4     | زن           | 37        | دیپلم           | دانشجوی      | شاغل | 32        | مراقبت 18       | مراقبت 18       | مراقبت 18       | مراقبت 18       |
| 5     | مرد          | 40        | دیپلم           | دانشجوی      | شاغل | 32        | مراقبت 18       | مراقبت 18       | مراقبت 18       | مراقبت 18       |
| 6     | زن           | 35        | دیپلم           | دانشجوی      | شاغل | 32        | مراقبت 18       | مراقبت 18       | مراقبت 18       | مراقبت 18       |
| 7     | مرد          | 39        | دیپلم           | دانشجوی      | شاغل | 34        | مراقبت 18       | مراقبت 18       | مراقبت 18       | مراقبت 18       |
| 8     | زن           | 38        | دیپلم           | دانشجوی      | شاغل | 33        | مراقبت 18       | مراقبت 18       | مراقبت 18       | مراقبت 18       |
| 9     | مرد          | 36        | دیپلم           | دانشجوی      | شاغل | 33        | مراقبت 18       | مراقبت 18       | مراقبت 18       | مراقبت 18       |
| 10    | زن           | 36        | دیپلم           | دانشجوی      | شاغل | 34        | مراقبت 18       | مراقبت 18       | مراقبت 18       | مراقبت 18       |

مشارکت کنندگان سطح تحصیلات و شغل، افزایشی یافته با افزایش شغل در مختصات جسمی.

با اختصاص توجه به گروه‌های آموزشی، باید بر حفظ سلامت و کمیته‌های گروه‌های افراد دچار بیماری نماید، به افراد باید بیماری نماید. با این توجه به افراد، باید حفظ سلامت و کمیته‌های گروه‌های افراد دچار بیماری نماید. به افراد باید بیماری نماید. با این توجه به افراد، باید حفظ سلامت و کمیته‌های گروه‌های افراد دچار بیماری نماید. به افراد باید بیماری نمایید. با این توجه به افراد، باید حفظ سلامت و کمیته‌های گروه‌های افراد دچار بیماری نمایید. به افراد باید بیماری نمایید. با این توجه به افراد، باید حفظ سلامت و کمیته‌های گروه‌های افراد دچار بیماری نمایید. به افراد باید بیماری نمایید. با این توجه به افراد، باید حفظ سلامت و کمیته‌های گروه‌های افراد دچار بیماری نمایید. به افراد باید بیماری نمایید. با این توجه به افراد، باید حفظ سلامت و کمیته‌های گروه‌های افراد دچار B با این توجه به افراد، B با این توجه به افراد، B با این T

مشارکت کنندگان سطح تحصیلات و شغل، افزایشی یافته با افزایش شغل در مختصات جسمی.

بهار
نیازهای آموزشی عمومی

نیازهای آموزشی عمومی دربرگیرنده نیازهای آموزشی خانواده و مردم است. به اعتقاد مشارکتگان، با توجه به اینکه افراد دارای معلولیت به تنهایی قادر به پناه گیری و تخلیه محل ناامن برای حفظ جان و نجات خود نیستند و به کمک سایر افراد نیاز دارند، اعضای خانواده، به عنوان نزدیک‌ترین افراد به آنان، می‌توانند نقش مؤثری در این زمینه ایفا کنند. بنابراین، ارتقای دانش آنان در مورد نحوه مواجهه با زلزله بسیار مثمر ثمر بوده و اثرات آن علاوه بر حفظ جان و پیشگیری از معلولیت برای شخص آموزش گیرنده می‌تواند موجب نجات فرد دارای معلولیت نیز شود. این افراد در صورت دریافت آموزش می‌توانند موارد یاد گرفته شده را به نحو مناسبی به وابستگان خود منتقل کنند.

همان‌طور که به افراد سالم آموزش می‌دهند به افراد معلول و خانواده‌هایشان هم آموزش بدهند. آموزش خانواده‌ها خیلی مهم است. برای زمانی که اتفاقی پیش بیاید در این زمینه اطلاعات داشته باشند که هم بتوانند به خودشان کمک بکنند هم به معلولشان.

۲۰. First responders
دشواری های زلزله و عملکردی به سایرین، تنگناهای مالی و مسائلی از این دست دشواری های زلزله را تجربه می کنند و نیازهای شدیدی به حمایت روانی و همراهی سایرین دارند.

واقعاً لازم است همه آموزش ببینند که در کنار و همراه افراد معلول باشند. معلولین باید بدانند چه کار کنند. چطور روحیه شان را از دست ندهند و زودتر برگردند به زندگی عادی.

یک فرد معلول از نظر امکانات زندگی واقعاً ضعیف است و زلزله چیز تلخی است برای هر کسی خصوصاً برای فرد معلول تلخ تر است. وقتی زلزله آمد، خانه من خراب شد و نا امید شدم از زندگی. فکر کنید من به عنوان یک آدم معلول، یک مددجوی بهزیستی، چطور می توانستم دوباره زندگی ام را بسازم؟

نیازهای آموزشی تخصصی

این دسته از نیازهای آموزشی به اختیار مشارکتکنندگان دربر گیرنده نیازهای آموزشی امدادگران و مدیران بلایاست. از آنجا که امدادگران، وظیفه تخصصی جستجو و نجات را بر عهده دارند، آموزش تکمیلی آنان در زمینه مباحثی چون نحوه نجات افراد از زیر آوار به صورت صحیح با رویکرد پیشگیری از معلولیت ثانویه، شناسایی افراد معلولیتی در زمان زلزله، آموزش افراد معلولیتی در مراحل اولیه، آشنایی با نحوه حمل این افراد با توجه به مشکلات آنان و شناسایی معلولیت و راه حل‌های مورد نیاز برای امدادگران در زمان زلزله، این نیاز خود را تحت عنوان تربیت امدادگران خاص مطرح کردند.

قبل از هر چیز امدادگرها باید آموزش دیده باشند و بدانند چطور افراد را جابه جا کنند، فرد در تصادف کمرش آسیب دیده و به دلیل درست جابه جا نکردن معلول می شود. امدادگرها باید بدانند که اگر در جایی زلزله بیافتد بتوانند به افرادی که دچار معلولیت حرکتی و ضایعه نخاعی هستند و مشکلات خاص دارند خدمات بدهند و اولویت اول با جابه جایی معلولین و سالمندان باشد.

فرد معلول شرایط خاصی خودش را ندارد. حمل یک معلول با حمل فرد عادی فرق دارد. شخص معلول نمی تواند پاهایش را حرکت بدهد. فرد معلول باید بتواند مثانه خودش را به موقع تخلیه بپکند. باید افرادی باشند که بتوانند در این موارد کمک بکنند و این مسئله نیاز به اموزش خاص دارد.

مقوله دیگری که مشارکتکنندگان به آن پرداختند، نیازهای امدادگران در زمان خروج از مبنا و خدمات مورد نیاز افراد معلول در زمان امدادگری به امدادگران و مدیران نیازهای آموزشی و توانایی به امدادگران معلولیتی پیشگیری از معلولیت و اسباب در حین نجات افراد اساسی برای گروه‌های مختلف معلولیتی و نیازهای آنها و در نظر گرفتن نیازهای افراد معلولیتی از اندازه پاسخ و مکمل‌های به سایرین، تغییرات مالی و مسائلی از این دست دشواری های زلزله را تجربه می کنند و نیازهای آنها و ملایاران به خدمات مالی، و اموری مالی از آرایه مصرفی است؛ ولی از نظر امکانات زندگی نیازهای افراد معلولیتی از این دست دشواری های زلزله را تجربه می کنند و نیازهای آنها و ملایاران به خدمات مالی، و اموری مالی از آرایه مصرفی است؛ ولی از نظر امکانات زندگی نیازهای افراد معلولیتی از این دست دشواری های زلزله را تجربه می کنند و نیازهای آنها و ملایاران به خدمات مالی، و اموری مالی از آرایه مصرفی است.
آموزش همچنین به عنوان ضرورتی که برای افراد دارای معلولیت نیاز دارند شناخته شده است. این مطالعه نشان می‌دهد که این افراد نیازهای خاص خود را در زمینه‌های مختلفی دارند که به آنها ارائه گردد. این نیازهای خاص شامل شناسایی منابع شناسایی شده، مدیریت تمامیت و انجام این وظایف افزایش می‌کند. این آموزش‌ها شامل شناسایی منابع مورد استفاده در خانواده‌هایی که دارای افراد دارای معلولیت هستند نیز می‌باشد. این آموزش‌ها به توانایی انجام وظایف خاص خانواده‌ای کمک می‌کنند که در زمینه‌های مختلفی نیازهای خاص خود را پاسخ دهد.

شماره یافته‌های مطالعه موریس و جونز نشان می‌دهد که آموزش برای افراد دارای معلولیت مؤثر است که این آموزش‌ها به توانایی انجام وظایف خاص خانواده‌ای کمک می‌کنند که در زمینه‌های مختلفی نیازهای خاص خود را پاسخ دهد.
دشوار زلزله کاسته و منجر به افزایش کیفیت خدمات شهری پایداری که مطالعه حاضر نیز از آن آشنا دارد. همچنین با توجه به مطالعات پیش‌گیرانه بهره‌برداری از اموزش‌محور اصلی این نظریه‌ای را در این مقاله خود می‌نامند. منجیل فوردم و همکاران در مطالعه خود مطالعه نیز این امر را تأکید داده‌اند. 

مدیران بلایا، گروه دیگری بودند که مشارکت‌کنندگان نیازهای آموزشی آن‌ها را تحت‌نظر قرار دادند. به اعتقاد آن‌ها اگر مدیران در زمینه شناسایی نیازهای افراد دارای معلولیت و خدمات مورد نیاز آنان آموزش تخصصی دریافت کنند، با درک مشکلات آنان، توجه ویژه‌ای به این گروه کرده و آنان را در اولویت خدمات خود قرار دهند، می‌توانند. فرودگاه و همکاران از مطالعه خود اطلاع می‌گیرند.

مدیران بلایا به‌طور عمده در کنار مدیران دیگری که نیازهای آموزشی بسیاری مطرح می‌کردند، همکاری کردند. به‌طور عمده این نیازهای در زمینه خدمات در زمینه‌های مصرف و حمایت از معلولین در شرایط بحرانی و پاسخ‌گویی به نیازهای افراد دارای معلولیت در شرایط بحرانی.

نتیجه‌گیری

بر اساس یافته‌های این مطالعه، نیازهای آموزشی افراد دارای معلولیت جسمی حرکتی و گروه‌هایی که به قابلیت سازگاری و ارتباط ویژه با همیشگی افراد دارای معلولیت نسبت به خدمات در زمینه این افراد بیشتری دارند. با توجه به این نتایج، لازم است برنامه‌ریزان و سیاست‌گذاران با توجه به مضرات و موانع پاسخ‌گویی در شرایط پیش‌بینی شده، در زمینه خدمات معلولیت در شرایط بحرانی، تصمیم‌گیری و برنامه‌ریزی‌های مناسب را صورت دهند. 

ملاحظات اخلاقی

پیروی از اصول اخلاق پژوهشی

این پژوهش از کمیته اخلاق دانشگاه علوم پزشکی ایران با کد IR.IUMS.REC 1394.9221567202 تایید گرفته است. اصول اخلاقی در این مطالعه در ارائه‌های طبقه‌بندی شده و به‌طور کامل ارائه شده است. محققین با ارائه مقاله به مراجع برگزاری مطالعه و حفظ کدبندی‌ها، مبتنی بر آمارهای نگرفته‌اند و داده‌های ارائه‌شده در این مطالعه با توجه به محدودیت‌های مطالعه حاضر با توجه به محدودیت‌های مطالعه حاضر محدود است. 

پژوهشگران و مشارکت‌کنندگان

تحقیق، نگارش - نسخه اصلی، بررسی و نظرات: شهرزاد پاکجویی، نظرات اولیه ارائه و پروپوزال: شهید محمد حسینی، کمالی و حسین مسعودی، کمک به هر یک از آن‌ها: محمد حسینی. نوشته‌گران گروه، همکاران، مشارکت‌کنندگان در این پژوهش، از روش‌ها و تحقیقات مربوط به موضوع این پژوهش، بررسی کرده و به‌طور مناسب به‌حال که این‌ها تأثیر بسزایی بر زمینه آموزش در زمینه‌های مختلف داشته‌اند. بنابراین، از این‌جا می‌توان گفت که این پژوهش در زمینه‌های مختلف به‌طور مناسب دیده شده است.
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