

# Integrating Holistic Patient-and Family-Centered Care into Senior BSN Student Emergency Management Education

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**Topic:** Academic Nursing: Excellence & Innovation

**Category:** Quality Improvement/Evidence-Based Practice Project

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## Abstract

### Background/Introduction

Nursing students are educated to care for patients with medical emergencies. This includes basic life support skills such as cardiopulmonary resuscitation, defibrillation, airway support, and medication administration. In this nursing school, there was a gap with curricular integration of other evidence-based practices including family presence during resuscitation (FPDR) and The Pause.

### Purpose

The purpose of this project was to enhance evidence-based ethical, holistic, and patient- and family-centered interventions into a senior level course that includes nursing care during Code Blue medical emergencies.

### Methods or Processes/Procedures

After a literature review and consulting with a nationally ranked academic medical center, evidence-based content was added to support the role of the nurse with FPDR. Classroom learning activities (small and large group discussions) were developed to holistically care for patients and families during this critical time. Students practiced therapeutic and communication skills in pairs, reflected, and debriefed about their experience. Students also completed FPDR documentation on the Code Blue flowsheet. The Pause was introduced as part of the holistic care of the family and healthcare team after a patient death, and students practiced leading this intervention.

### Results

Over 80 students actively participated in this course content which sparked lively and meaningful classroom discussions. Anecdotal faculty feedback was that students were initially focused on mastery of technical skills and did not recognize the importance of holistic care during an emergency. Several students expressed the challenges and importance of providing this care, especially for the family.

### Limitations

During this project phase in one semester, this content was only integrated into the classroom and lab settings, but not simulation activities.

### Conclusions/Implications for Practice

Incorporating FPDR and The Pause into medical emergency education for nursing students can enhance the student's experience and learning about holistic, patient- and family-centered care. Pre-licensure exposure can strengthen the student's transition to the practice environment and performance in the clinical setting.

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## Biography

Carolyn is an Associate Professor of Nursing at Quinnipiac University with 27 years of experience in adult critical care. Carolyn is the recipient of the Nightingale Award in Nursing, the Donna Diers' Speaking of Nursing Award, and the Marge Funk Nursing Research Award. Her areas of interest are interprofessional communication and family presence during CPR. She has published in the American Journal of Critical Care and Critical Care Nursing Clinics of North America.

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