

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

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Background

- Nursing students are educated to care for patients with Code Blue medical emergencies.
Skills: cardiopulmonary resuscitation (CPR), automated external defibrillator, airway support, and medication administration.
- Family presence during CPR (FPDR) supports patient and family centered care, ethical nursing principles, and holistic practice.
- FPDR is endorsed by the American Heart Association, American Association of Critical Care Nurses, Emergency Nursing Association, and the Society for Critical Care Medicine.
- “The Pause” is a holistic practice after death to recognize the patient’s life and efforts of the healthcare team, reducing team distress and burnout.
- Integrating FPDR and “The Pause” supports the holistic core values of Holistic Communication, Therapeutic Healing Environment, & Cultural Care, and the Holistic Caring Process.

Local Problem

- There was a gap in the curriculum of other evidence-based practices during a medical emergency including family presence during FPDR and “The Pause.”

Purpose

- To enhance the evidence-based ethical, holistic, and patient and family centered interventions into the curriculum of a senior level course that includes nursing care during Code Blue medical emergencies.

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Methods

- Consulted with leaders from a nationally ranked academic medical center
- Added evidence-based content (videos, journal articles) about holistic communication, FPDR and “The Pause”
- Developed and implemented classroom learning activities (small and large group activities; think-pair-share; discussions) to holistically care for patients & families during this critical time
- Practicing of therapeutic communication skills occurred in pairs, followed by reflection, and debriefing about the experience
- Reciting “The Pause” occurred in small groups
- Documentation of FPDR was completed on the Code Blue flowsheet

Examples of FPDR Discussion

- Describe the benefits of FPDR?
- Summarize the guidelines for this practice?
- Describe your concerns?
- How are team members educated and supported?
- Describe actions of the family facilitator when supporting the family during a code blue? Differentiate between therapeutic and non-therapeutic communication?

Examples of “The Pause” Discussion

- Explain how you felt after reciting these words after a patient death?
- Discuss why this is meaningful to the healthcare team and the family?
- Describe some pros and cons of using “The Pause”?
- Differentiate between the intent of “The Pause” and religious prayer?
- How does this action promote holistic care?

Results

- Over 80 students actively participated 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 a medical emergency.
- Several students expressed the challenges and importance of providing this care, especially for the family.



Limitations

- The first phase of this project occurred in one semester with one accelerated student cohort.
- The content was only integrated into the classroom and lab settings, but not into simulation activities.

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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