

# Fostering Student Well-being In and Through Palliative Care Education

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# Objectives

- Explore student concerns in palliative and end-of-life care
- Present considerations for nurse educators when fostering well-being through learning opportunities

# The Call for Well-being

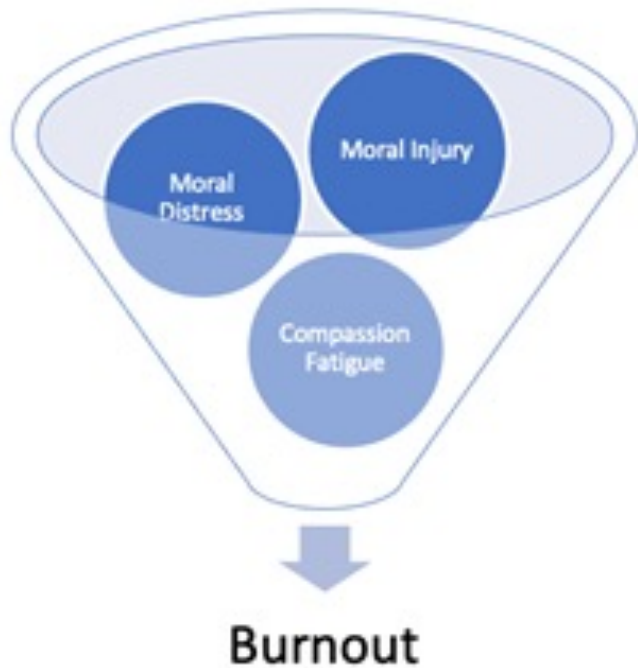


International Council of  
Nurses

United Nations Sustainable  
Development Goals

American Nurses Association

# Impacts on Healthcare Professionals



Cumulative Loss

Ethical Dilemmas of Non-Beneficial/Futile Care

Moral Distress

Moral Injury

Moral Residue

Compassion Fatigue

Burnout

# Factors Influencing Nurse's Adaptation



- Societal Influences
- Healthcare System
- Institutional Level
- Nursing System
- Client-specific Circumstance
- Professional training
- Support Systems

# Organizational Systems of Support

- Transform workplace culture to empower [students] and be responsive to their voices and needs
- Review and revise policies to ensure [students] are not deterred from seeking appropriate care for their physical health, mental health and/or substance use challenges.
- [Build] community and social connection among [students] to mitigate burnout and feelings of loneliness and isolation.
- Help [students] prioritize quality time with patients and colleagues.
- Combat bias, racism, and discrimination in the [academic setting].

# Objective #1: Exploring Student Concerns



Need more education

“Few” opportunities in clinical settings

Anxiety and fears of death

Faculty barriers

Feel unprepared to provide palliative care



## Student Voices



- ❖ What are things I'm not allowed to say?
- ❖ I would like some solid tips on what to do when I'm experiencing emotional difficulty; I'm going to need an outlet to process after a difficult day
- ❖ I liked the ELNEC modules, but I'd get the most out of it if there was an engaging professor discussing it out loud in class.
- ❖ Wanting to develop courage through knowledge and expand conversational competence.
- ❖ Discomfort in initiating advance care planning conversations
- ❖ Role confusion with the Interprofessional team
- ❖ Want intentional integration threaded in didactic courses

## Student Voices

In hindsight –recommended curricular changes:

Key elements should include

- ❖ Comfort
- ❖ Support
- ❖ Symptom management
- ❖ Understanding the difference between palliative and end-of-life care
- ❖ Understanding the nurses' role



## Objective #2:

# Fostering Palliative Care Learning Opportunities

- Implements self-care strategies in coping with suffering, loss, moral distress, and compassion fatigue
- Fosters activities supporting professional satisfaction for self and colleagues
- Engages in ongoing practice evaluation for personal areas of strength and needed professional development
- Uses self-reflection to examine values, biases, and emotional reactions that may influence provision of quality palliative care

# Multi-modal Approaches to Palliative Care Education

- Evidence-Based Educational Materials
  - ELNEC
- Creating and Promoting Psychological Safety
  - An absence of interpersonal fear
  - Aim: to get groups to work collaboratively and engage
- Engaging Aesthetic Learning
- Fostering Moral Agency through Nursing Ethics
- Diversifying Learning Settings
  - Classroom
  - Clinical
  - Simulation
  - Community Resources



# Antecedents of Psychological Safety

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**Figure 1** Antecedents of psychological safety.

Kolbe, et al., 2019.

# Strategies to Promote Psychological Safety



Content Warning

Give Permission

Flexibility

Follow-up

Referral to Campus Resources

## Content Warning



The teaching team recognizes that some of the content may stir up past trauma or difficult experiences. In this course we strive to practice healthy engagement which means if you ever feel distressed by course content or class conversation, if you need to remove yourself from the situation and follow up with your faculty, please do.

# Simulation – Safe Container

Establish the basic assumption: ‘Everyone participating in activities in this facility are intelligent, capable, cares about doing their best, and wants to improve.’

We recognize that simulation often deals with heavy topics, and our personal experiences may affect how we respond to these scenarios. We remind you that your own mental and emotional health is just as important as your patients', and encourage you to take time to care for yourself as well.

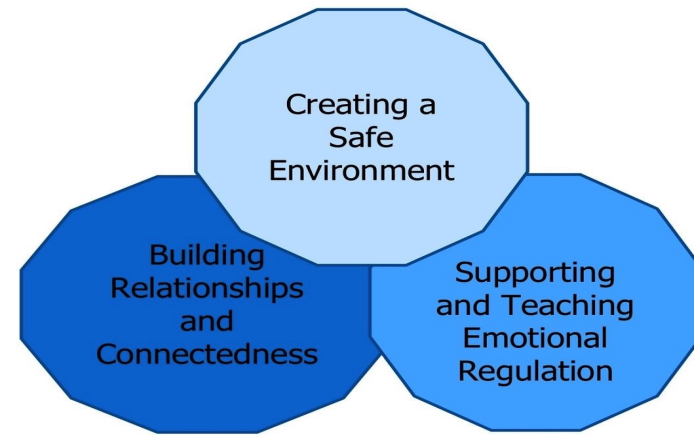
Please remind students that it is ok to become emotional, and they may step out of the debriefing space to collect themselves at any point if needed.

Because this simulation deals with sensitive topics, readings, and experiences, we want to be sure that you know where to turn, should you need added support as you prepare for and experience this simulation. Here are more details about how to access support and care. Please note that services are sometimes related to where you are now living and who is licensed to provide care in that location.

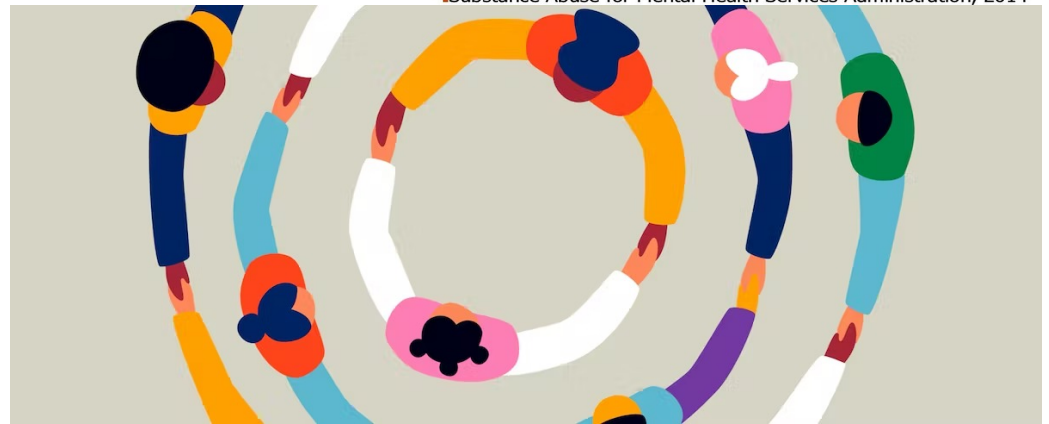


# Trauma-Informed Educational Practices

## Components of Trauma-Informed Care



Substance Abuse for Mental Health Services Administration, 2014



Carello & Butler, 2015

# Educating Nursing Students in Palliative Care: A Multimodal Approach



- ✓ Use of technology - response systems and online learning
- ✓ Virtual community
- ✓ Jamboard, Kahoot, or other synchronous anonymous strategies
- ✓ Clickers
- ✓ Polls
- ✓ Asynchronous Discussion Boards
- ✓ Barcode Scanning – QR (quick response) codes
- ✓ Photovoice Reflections
- ✓ Digital Storytelling (Jun, Seigrist, Weinshenker, 2022)



# Aesthetic and Affective Learning: Integrating Arts and Humanities



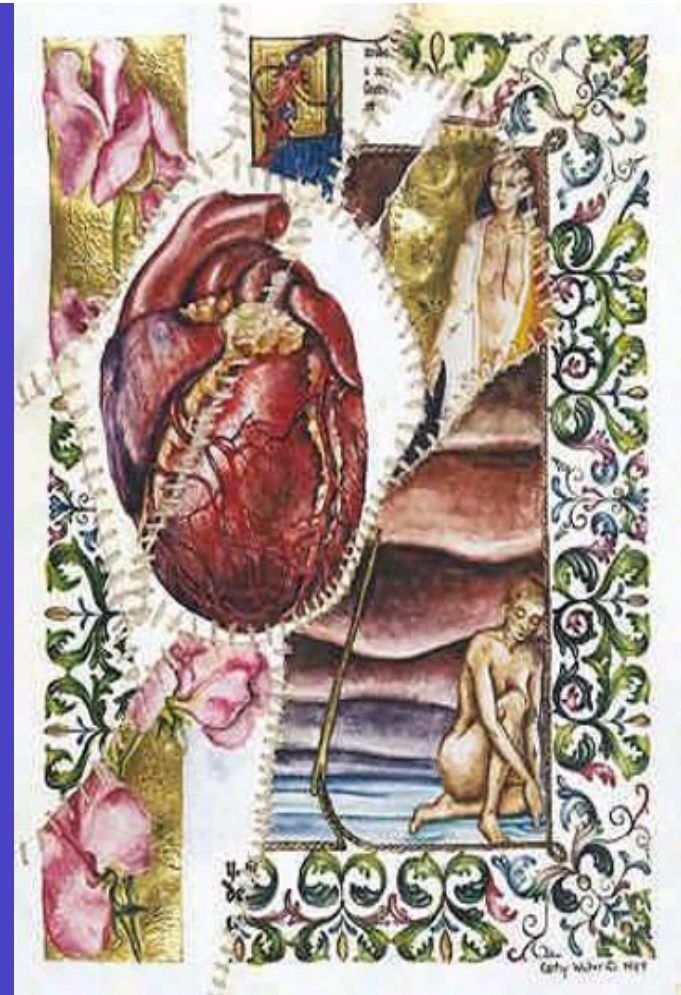
- Art
- Photography
- Active Engagement – clay, drawing, role-playing
- Poetry
- Music
- Movement
- Mindfulness

# Teaching Grief and Loss Through Images





Re-Shrining



Re-Assembling



## 5-10 minute Writing

What of your own experiences of loss and grief do you imagine will **HELP** or **HINDER** your caring as a nurse?

# Being Present Exercise



# Examples of Creative Encounters into Feelings and Experiences







## Examples of Creative Encounters into Feelings and Experiences

# Poetry

## Without Me

I'm not as attached to living  
as once I was  
Make no mistake—  
I prefer to be alive  
But  
Sometimes now  
I can imagine life going on—  
without me

~Lois Hjelmstadt  
1993

## ANGER!

Don't tell me that you understand,  
Don't tell me that you know.  
Don't tell me that I will survive,  
How I will surely grow.

Don't tell me this is just a test,  
That I am truly blessed,  
That I am chosen for this task,  
Apart from all the rest.

Don't come at me with answers  
That can only come from me,  
Don't tell me how my grief will pass...  
That I will soon be free.

Don't stand in pious judgment  
Of the bonds I must untie.  
Don't tell me how to suffer,  
And don't tell me how to cry.

My life is filled with selfishness,  
My pain is all I see,  
But I need you, and I need your love...  
Unconditionally.

Accept me in my ups and downs,  
I need someone to share,  
Just hold my hand and let me cry,  
And say, "My friend, I care."

Source: Hendel, J. (1996). Anger! In A. Gambill (Ed.), *Food for the Soul*. Colorado Springs, CO: Bereavement Publishing, Inc. 888/604-9673. Reprinted with permission.

## Music

### I Grieve

It was only one hour ago  
It was all so different then  
Nothing yet has really sunk in  
Looks like it always did  
This flesh and bone  
It's just the way that we are tied in  
But there's no one home

I grieve...

for you

You leave... Me

So hard to move on

Still loving what's gone

Said life carries on...

Carries on and on and on... And on

Did I dream this belief

Or did I believe this dream

How I will find relief

I grieve...



Peter Gabriel

# Student Voices

*“I felt frazzled to tears after one of the clinical days, and I realize that I need to grow in how I handle days like that and in how to leave work at work.*

*And I need to extend grace to myself, too.*

*I've been able to reflect on life and death as I have watched patients and families deal with it.*

*Amazing.”*



# About Self-Care

If the lifeguard doesn't  
survive,  
there are 2 drownings



*The secret of the care of the patient is  
caring for oneself while caring for the  
patient*

*Jill Moretti, APRN*

## Personal Plan of Care



- What might be your Triggers?
- Inventory of your own resources
- What might be your Interventions?
- “IV Therapy” : What’s in your IV Bag?

# Systems of Support

- **Assessing Formal / Informal Support Systems**
- **Educational Support for the Student**
- **Support for Novice**
- **Spiritual Support**
- **Self Care and Support**



# Outcomes of Fostering Well-Being



- ✓ Self-Efficacy
- ✓ Moral Agency
- ✓ Confidence
- ✓ Knowledge
- ✓ Attitudes
- ✓ Skills
- ✓ Competence
- ✓ Comfort





Thank you



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