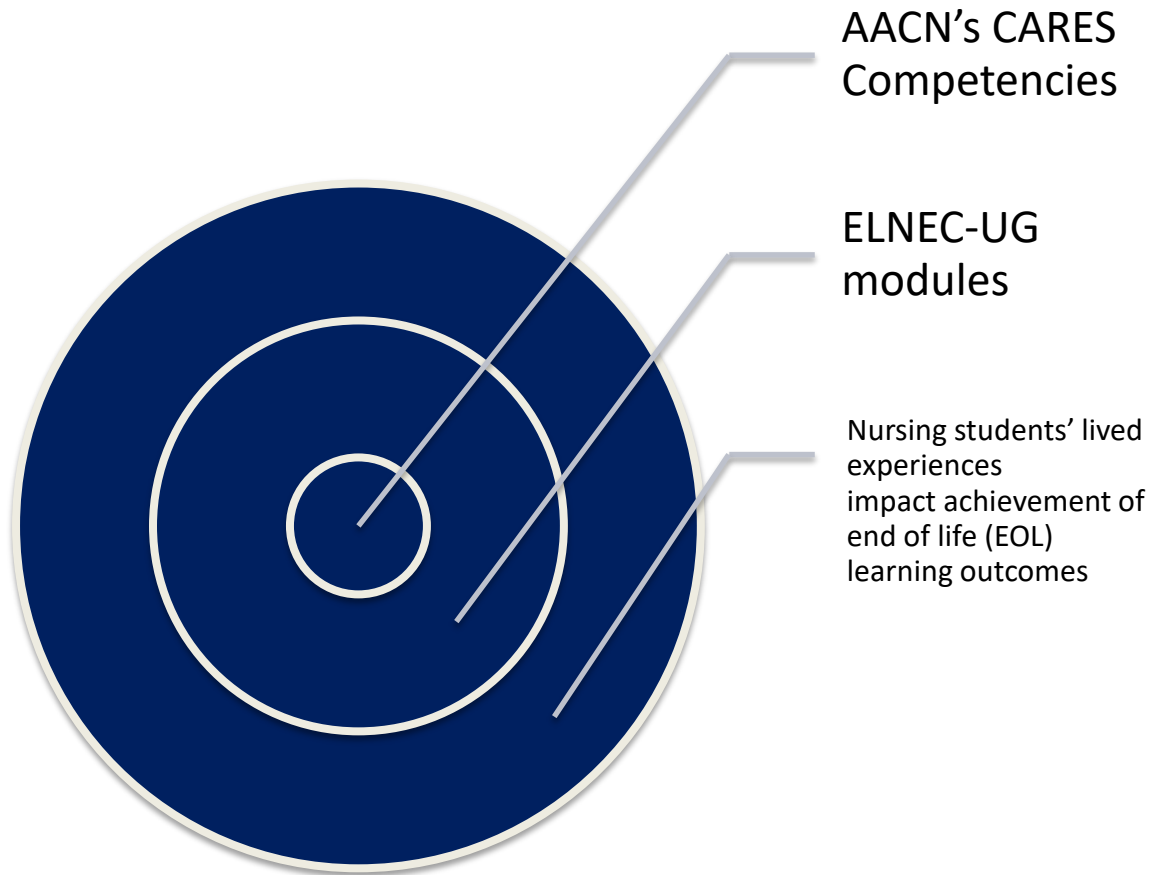


**New Horizons in BSN
Palliative Care Curriculum:
Differences in Lived
Experiences of Traditional and
Transfer Students**

**Presenters: Briana Rotter, DNP, FNP-C, CNE
Barbara Braband, EdD, RN**



Background



Continued research is warranted to explore how students' backgrounds shape their learning needs in palliative care education.

Purpose: To compare the impact of diverse lived experiences of traditional and transfer nursing students on palliative care learning outcomes and to identify gaps in BSN palliative care education.

Methods

- **Qualitative phenomenological design**
- **Two semi-structured focus groups; one per cohort**
- **Sample (N=16)**
 - **8 Traditional cohort nursing students**
 - **Age 20-22**
 - **37.5% with experience in healthcare**
 - **8 Transfer cohort nursing students**
 - **Age 20-45**
 - **62.5% with experience in healthcare**
- **Purposive convenience sampling of senior level students**
- **University IRB project approval**
- **Audio recordings and observational notes taken**
- **Core Themes identified using axial open coding method**
- **Multiple Rounds of Independent student researcher and faculty coding with group review**

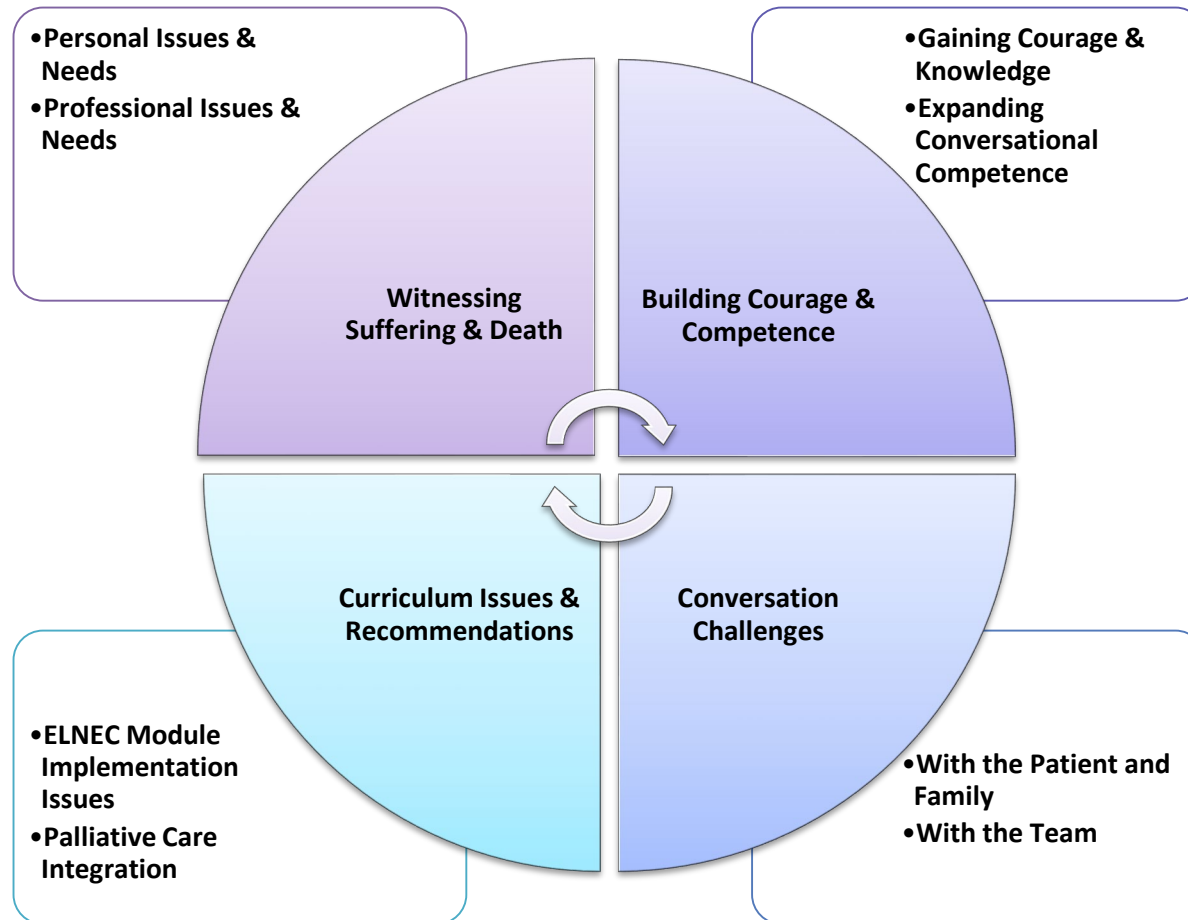
Curriculum Sequencing of ELNEC-UG

Old Curriculum-Ending 2019

- Palliative Topics Taught in 3 courses:
 1. Communication in Nursing
 2. Theology: Suffering & Death
 3. Introduction to Nursing
- ELNEC-UG modules across upper division courses as assignments

New Concept Based Curriculum-Launched Fall 2018

- Palliation Concept
- Communication Concept
- Pain Concept
- Theology: Suffering & Death Course
- TBD... ELNEC-UG sequencing



Core Themes and Sub-Themes

"I need an outlet to process things after a difficult day at clinical."

"Utilizing [communication techniques] in actual practice...it's a bit intimidating."

"When you see a person for the first time who doesn't have any life in them, all sorts of thoughts run through your mind."

"I would get the most out of it, if there was an engaging professor also discussing it out loud during class."

Participant Quotes

"Minimizing Suffering... We do that pretty much everyday in nursing, right?"

"It would have been really helpful to know my role and everyone else's before going into that team meeting."

"Role play took some of the edge off. The more you do it, the more comfortable it gets."

"It's really nice to hear others give better answers to the family than I could give. Once I heard it... [I thought]I can say things like that."

"I'm at home with palliative care."

Differences Between Cohorts

Witnessing
Suffering &
Death

Traditional Cohort

Want more preparation
for experiencing
EOL issues

Transfer Cohort

Need steps to take when
experiencing
moral distress

Traditional Cohort

Attracted to interdisciplinary
collaboration
Not ready to have active role
in EOL conversations

Transfer Cohort

Prior CNA experience helped
Need better clarification of
their role in EOL conferences

Building
Courage &
Competence

Curriculum Issues &
Recommendations

Traditional Cohort

Request panels or guest
speakers

Transfer Cohort

Shadow palliative care team
members

Traditional Cohort

Find initiating conversations
overwhelming

Transfer Cohort

Confused about what they are
allowed to say

Conversation
Challenges

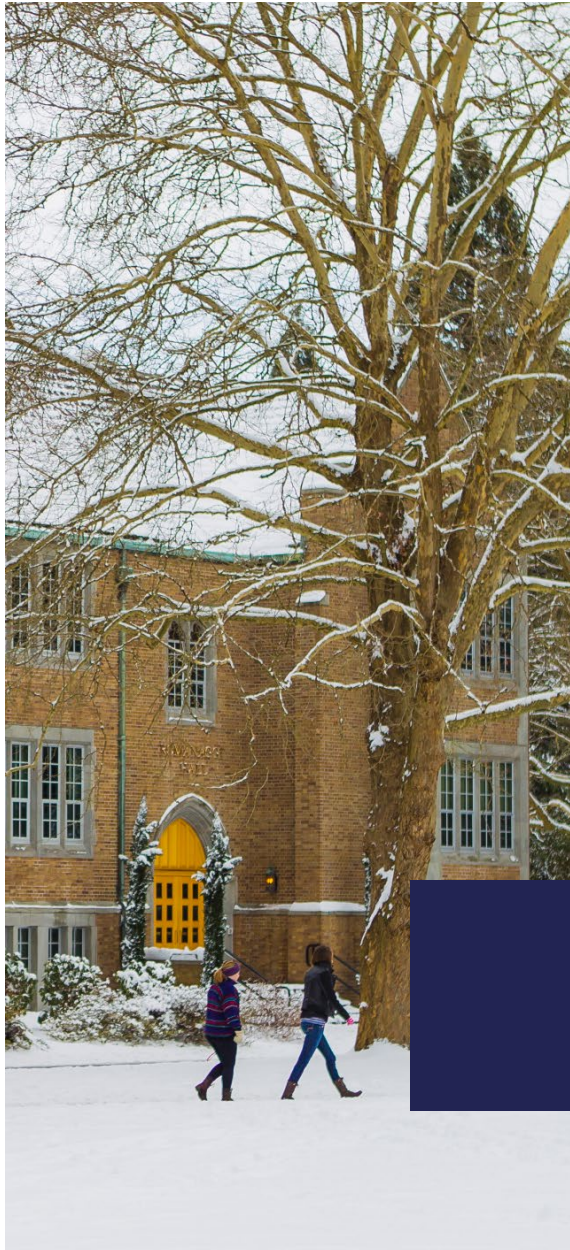
Commonalities between Cohorts

Curriculum Recommendations:

- Expanded palliative care simulations that incorporate communication skills
- Explore interdisciplinary learning opportunities in all settings to enhance team collaboration
- Utilize standardized debriefing protocol across learning settings
- Integrate concepts from ELNEC-UG into Classroom Discussions

Clinical Preceptor Recommendations:

- Provide additional support the first time student experiences death
- Model personal self-care practices
- Create opportunities for students to interact with interdisciplinary team
- Encourage students to advocate for their own learning



University
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