

End-of-Life Care: Drive out Fear and Create Confident, Caring Nursing Students

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Background & Significance

- 80% of all deaths occur in hospitals and nursing homes
- Nurses have a primary role in supporting dying patients and their families
- “Dying in America” IOM report 2014
 - Palliative care teams are often under utilized.
 - All healthcare professionals need to be educated on palliative and EOL care

Undergraduate Nursing Education

- Prepare generalist nurses focused on universal safety knowledge and skill
- Focus on acute, curative care rather than palliative, EOL care

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Statement of Problem

Despite organized educational interventions designed to help nursing students gain better knowledge and improved comfort and attitude while caring for the dying patient, consistent challenges remain.

- Nursing students continue to report lack of knowledge and negative attitudes toward EOL care
- Recent research demonstrates a need to approach emotionally laden topics such as EOL care from a pedagogical perspective that acknowledges and addresses student attitudes and the potential effects they may have on learning.

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Purpose of Study

To determine if the addition of a theory-based educational strategy, a discourse intervention, to the ELNEC UG Nursing Modules effectively improved junior-level pre-licensure BSN students' knowledge and attitudes toward EOL care. In addition, the study examined possible moderating effects of demographics, past EOL education, and EOL experience on the participants' knowledge and attitude.

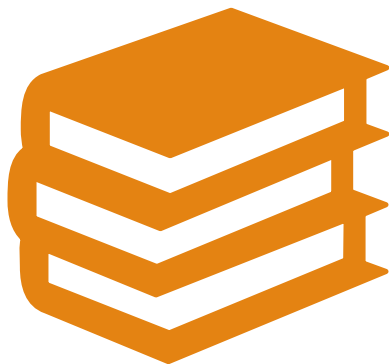
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State of Nursing Education related to End-of-life Care

- Findings of 94 articles:
 - Under prepared
 - Lack of EOL care content in curricula and textbooks
 - Wide variation in content delivery
- Further Literature Findings
 - Knowledge and attitude are related
 - EOL is an emotionally laden topic requiring different strategies

Review of Literature

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Review of Literature

GAP

No standardize best practice for teaching End-of-life care, an emotional topic, to nursing students

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Transformative Learning Theory (Mezirow, 1985)

Frame of Reference

Habit of Mind

- Harder to change, established way of thinking based on upbringing

Point of view

- Quick to change, Attitude (Beliefs and Behavior)

Discourse Intervention

- Facilitates change

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Discourse Intervention

Created by sociologist Jack Mezirow

Based on his Transformational Learning Theory

Teaching Plan: Discourse Intervention-

Total Time 2 hours

Learning Outcome	Learning Activity	Time
1. Analyze the impact personal/spiritual belief systems of self, individuals, and families when administering end-of-life care.	Self-reflection Journal	30 Minutes
2. Explain the process of grief and bereavement at the end of life.	Unfolding Case Study	30 Minutes
3. Integrate the use of holistic, multidisciplinary health care in providing end-of-life care.	Communicative Learning w/ Questions	60 Minutes

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Research Question

Research Question 1: Does the addition of an EOL education discourse intervention to the ELNEC UG Nursing Modules have a significant effect on students' EOL knowledge and attitude regarding EOL care?

Research Question 2: What is the effect of (a) demographics (age, gender, religious affiliation, and cohort), past EOL education and EOL experience, (b) a specific educational intervention (discourse intervention added to ELNEC UG Nursing Modules), and (c) **EOL care attitude** on student's EOL care knowledge?

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Methodology

Quasi experimental two-group comparison (control vs intervention), pretest/posttest design

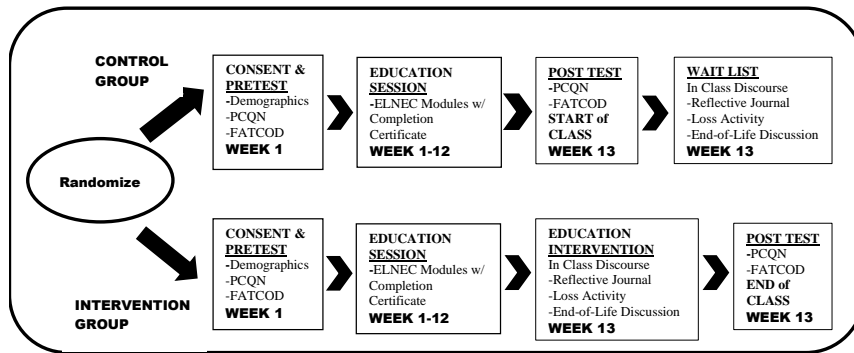
Sample and Setting

- second-semester pre-licensure junior level BSN students during the Fall semesters of 2019 and 2020
- A Commission of Collegiate Nursing Education accredited School of Nursing (SON) at a four-year university located in the southern part of the United States

Inclusion/Exclusion Criteria

Power Analysis

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Study Procedure

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Results

Hypothesis 1: Accepted

The intervention group, who received both ELNEC Undergraduate Nursing Modules plus the EOL discourse intervention, will demonstrate greater increase in EOL knowledge (as measured by the PCQN Score) than the control group, who only received the ELNEC Undergraduate Nursing Modules.

Hypothesis 2: Accepted

The intervention group, who received both ELNEC Undergraduate Nursing Modules plus the EOL discourse intervention, will demonstrate greater improvement in attitude regarding EOL care (FATCOD Score) than the control group, who only received the ELNEC Undergraduate Nursing Modules.

Hypothesis 3: Accepted

Demographics, past EOL education, and past EOL experience, the discourse intervention and EOL care attitude will have a significant combined influence on EOL knowledge.

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Summary of Findings

This study demonstrates that a theory-based discourse intervention is effective in teaching end-of-life content, an emotional topic, to BSN students.

It supports literature that finds end-of-life care knowledge is positively correlated to end-of-life care attitude.

It shows that demographics play little part in shaping knowledge and attitude.

Lastly, cohort did have a historical effect on findings

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Discussion & Implications

Nursing Education

- TLT framework was shown to be effective in educating student nurses on emotional content of EOL care. The use of TLT may also be effective when teaching other emotional topics such as care for the disabled or abused.
- The development of mental fortitude to face the challenge of EOL care may additionally protect against emotional fatigue.
- Provides a safe environment for communication.

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Strength & Limitations

Strengths

- Rigorous Study, two group comparison with control group
- Theory-based Educational Intervention
- Oversampling, Integrity of sample groups

Limitations

- Convenience Sampling
- Lacked racial, ethical, and gender diversity

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Recommendation for Future Research

Expand

- Expand study to multiple sites, levels of nursing education, and different program type

Include

- Include a more diverse sample

Separate out

- Separate out each component of discourse intervention

Compare

- Compare PCQN to ELNEC UG Module quiz

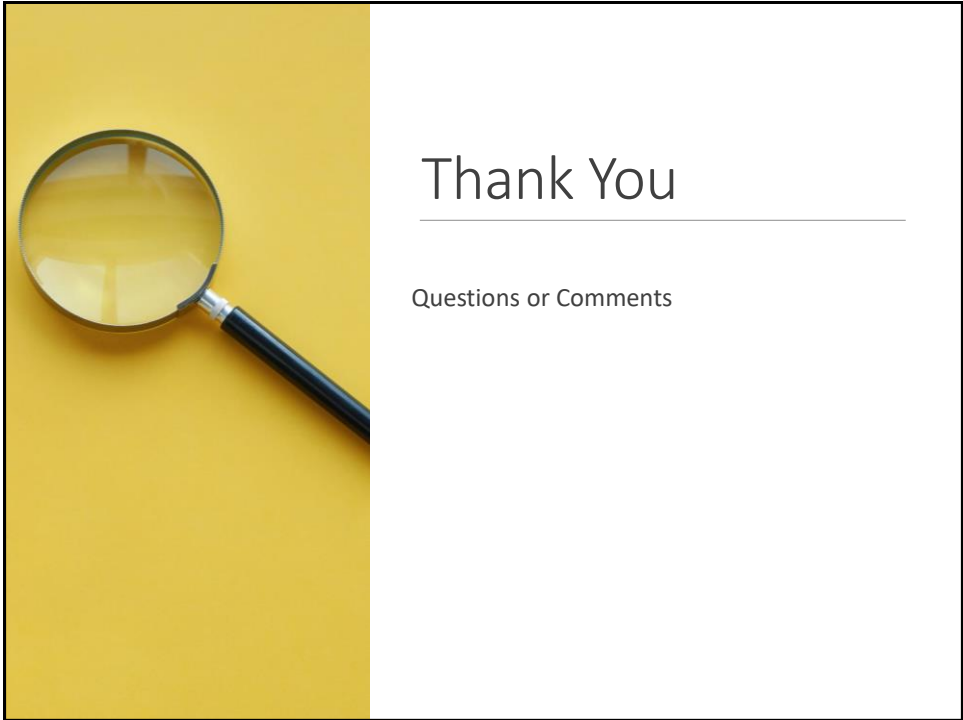
Include

- Include simulation

Investigate

- Investigate practicing nurses

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Thank You

Questions or Comments

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