Transforming End-of-Life Education for Nursing Students

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The goal of this presentation is to provide nurse educators an opportunity to engage in an alternative teaching strategy for nursing students on end-of-life issues.
* The purpose of this presentation is to create interactive education on end-of-life through dialogue, self-reflection, and hands-on participation in a board game, *The Path of Life: A Journey of Living at the End-of-Life™*. 
Nursing students have minimal end-of-life education in nursing curricula resulting in nurses who are unprepared to care for the dying.
Are We Preparing Our Students for End-of-Life Care?

“...contacted 122 medical schools and 34 of U.S. News and World Report’s top 50 nursing schools to obtain information regarding coursework training in the areas of palliative, emotional, and spiritual care to the dying. Only eight of the medical schools and none of the nursing schools contacted had mandatory coursework in those areas of study. Only 16 of those schools offered elective coursework in those end-of-life care areas.”

Literature Findings

- End-of-life Education
  - Required... Needed... Lacking
  - Cavaye and Watts (2010)
    - End-of-life education required by AACN yet inadequate instruction in curricula
  - Smith-Stoner (2009)
    - Nursing students lack comfort caring for the dying due to lack of end-of-life education
Literature Findings

- **Faculty Challenges**
  - Lack of end-of-life training and experience
    - Boctor (2010)
      - Faculty-centered teaching to student-centered learning
    - Todaro-Franceschi & Lobelo, (2014)
      - Faculty lack understanding of end-of-life education and are resistant to teach content
Literature Findings

- Game as an alternative teaching strategy
  - Student and subject oriented
    - Bekebrede, Warmalink, & Mayer (2011)
      * Knowledge transferable from game to real-life situations
    - Kopp and Hansen (2012)
      * Use of board game effective in teaching end-of-life instruction
Creating a Solution

* Doctoral dissertation topic evolved from my passion and experience as a hospice and palliative care nurse and the desire to educated others on end-of-life care…

* Games can be effective for teaching difficult, boring, or sensitive topics …
The purpose of this qualitative case study was to assess the effectiveness of gaming as a teaching strategy for end-of-life education in nursing curricula.
Research Questions

* What knowledge was gained through participation in the case study end-of-life game?

* What aspects of playing the end-of-life game assisted nursing students in feeling more prepared to care for the dying?
Reasons for choosing qualitative case study:

* Real-life situations
* Multiple forms of collecting data
* *The Path of Life: A Journey of Living at the End-of-Life® board game* – instrumental case study
Sampling

- Pre-licensure nursing students from one four-year nursing school
- Nursing Faculty from three nursing schools
Data Collection

* Student pre-game survey
* Student post-game survey
* Student focused review survey
* Faculty Survey Monkey
  * Audio recording
  * Field notes
* Personal observation
Faculty Survey Results

- End-of-life education limited in curricula due to:
  - Lack of time
  - Inadequate experience
  - Content overload
When to include End-of-Life Education in Nursing Curricula

Faculty Results

Throughout Curricula

Late Exposure

Early Exposure
Ways to Include End-of-Life Education in Nursing Curricula... Faculty Survey

- Clinical Exposure
- Experts Panel
- Game
- Reflections
- Mask Education
Table Discussion

What’s your experience with end-of-life education...

* When have you included it?
* Where have you included it?
* Ways you have included it?
Student Benefits from Playing...

The Path of Life: The Journey of Living at the End-of-Life© Board Game
Student Comfort Level with Caring for the Dying

Pre-Game

Post-Game
Student Preparation on End-of-Life Education in Nursing Curricula

Post-Game

Pre-Game
The Path of Life: The Journey of Living at the End-of-Life© Board Game

Board Game Creation and Design

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Initial Design
The Path of Life: A Journey of Living at the End-of-Life © Board Game
Next Game Board
Poster on Foam Backing

The Path of Life: The Journey of Living at the End of Life
Current Board Design

The Path of Life: The Journey of Living at the End of Life
Aspects of the Game

* Participant assumes the role of a patient
* Mortality event and diagnosis/prognosis experience
* Treatment options
* Joy options
* Personal and group reflection
Game Fulfills Many AACN Requirements on End-of-Life Education

- Promote the provision of comfort care
- Communicate effectively and compassionately
- Recognize one’s own attitudes, values, belief’s, and expectations about one’s own death
Game Fulfills Many AACN Requirements on End-of-Life Education

- Demonstrate respect for the patient’s views and wishes
- Collaborate with interdisciplinary team members
- Demonstrate skill at implementing a plan for improved end-of-life care
Additional Education with The Path of Life: The Journey of Living at the End-of-Life© Board Game

- New nursing graduate programs
- Faculty education
- Layperson education
Reflection
It’s Time to Play the Game!

- 4 patients at each table
- You pick out the color heart you want to sit by
- Instructions reviewed before the game is played
Debrief

* Small table sharing...
  * How was it when you heard your mortality event?
  * What feelings came up when you heard your diagnosis/prognosis?
  * How did you decide on treatment options?
  * Share your experience when you rolled the joy dice...
  * What can you transfer to practice?
How Students felt more Prepared to Care for the Dying through Knowledge Gained as a Result of Playing the Game

Options a patient has at EOL

The ability to focus on Joy in spite of current situation

Greater Empathy

Greater Understanding of the Nurses Role

Reduced Anxiety
Questions?
Thank You!
References


References

