The integration of Caring Science within nursing simulations as an effective teaching strategy in an End-of-Life Course at a Registered Nurse- Baccalaureate Program

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Introduction

- Inception of the End-of-Life Program
- Value of high-fidelity simulation to foster reality based learning
- Watson's Theory of Human Caring

Participant Objectives

- Identify the processes employed in facilitating caring moments within reality-based simulated end of life patient scenarios.
- Describe communication strategies used with nursing students to enhance patient and family dialogue regarding end-of-life issues.
Participant Objectives

- Identify two examples of reality-based scenarios using high-fidelity simulation and the use of debriefing as a means to enhance learning.
- Illustrate use of interprofessional education strategies that provide the learners with knowledge, skills and attitudes essential for collaborative care of the dying patient.

End-of-Life Course

- Honor's Course within RN-BSN Program
- Eight week Session
- Four 3 hour laboratory sessions for reality based end-of-life patient-family centered caring scenarios

End-of-Life Course

- Reality-Based Scenarios
- Debriefing Session
  - Conducted after each simulation
- Reflective mapping process
  - Identify "missed" opportunities
- Caring concepts explored
  - "Lived" experience of caring moments
Significance of Simulation in End-of-Life Caring

- Effective communication
- Co-participatory teaching-learning
- Experiential learning
- Supports growing body of research
- Integrates concepts of Caring Science

Patient-Family Scenario

Simulation and Transpersonal Caring

- Assimilation of caring with end of life simulations
  - Caritas Process # 5
    - Ability to express positive and negative feelings related to simulated reality-based experiences
  - Caritas Process # 6
    - Enhance creativity through empirical, aesthetic, personal and ethical knowing
Simulation and Transpersonal Caring

- Assimilation of caring with end of life simulations
  - Caritas Process # 7
    - Simulation fosters transformational learning in a co-participatory process of being with and transitioning meanings
  - Caritas Process # 8
    - Creates a supportive and protective learning environment with debriefings to facilitate openness and exchange

Student Reflections

- Positive feelings about their ability to care for patients/families in terminal stage of life
- Learning enhanced through pre-simulation theoretical knowledge followed by reality-based exercises
- Ability to practice caring moments through effective, empathetic conversations

Findings

- Afforded a mechanism to illustrate lived experiences
- Promoted “comfortability” and connectedness within caring moments
- Provided constructive feedback on “missed opportunities”
Student Learning Outcomes

- Apply theory into clinical practice
- Assimilate critical thinking within scenarios
- Recognize the psychosocial and cultural multidimensional aspects of end-of-life caring

Implications

- Practice
  - Include students in end-of-life caring practical experiences
- Theory
  - Incorporate a caring theory to further validate the application of caring science within simulation praxis
- Research
  - Compare traditional methods of learning to hi-fidelity simulation exercises in end of life care

Bibliography


