

Title:

My Patient Died: A National Study of Nursing Students' Perceptions after Experiencing a Patient Death

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Session Title:

End-of-Life

Slot:

1C: Friday, April 4, 2014: 10:15 AM-11:30 AM

Scheduled Time:

10:35 AM

Keywords:

Death & Dying, Debriefing and Nursing Education

References:

Allchin, L. (2006). Caring for the dying: Nursing Student Perspectives. *Journal of Hospice and Palliative Care*, 8(2), 112-117. Cantrell, M. (2008). The importance of debriefing in clinical simulations. *Clinical Simulation in Nursing*, 4, e19-e23. Dobbins, E. (2011). The impact of end-of-life curriculum content on the attitudes of associate degree nursing students toward death and care of the dying. *Teaching and Learning in Nursing*, 6, 159-166. Dos Santos, J., & Bueno, S. (2011). Death education for nursing professors and students: A document review of the scientific literature. *Rev Esc Enferm USP*, 45(1), 265-269. Huang, X., Chang, J., Sun, F., & Ma, W. (2010). Nursing students' experiences of their first encounter with death during clinical practice in Taiwan. *Journal of Clinical Nursing*, 19, 2280-2290. Leavy, J., Vanderhoff, C., & Ravert, P. (2011). Code simulations and death: Processing of emotional distress. *International Journal of Nursing Education Scholarship*, 8(1), 1-13. Terry, L., & Carroll, J. (2008). Dealing with death: First encounters for first-year nursing students. *British Journal of Nursing*, 17(12), 760-765.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE	TIME ALLOTTED	FACULTY/SP EAKER	TEACHING/LEARNING METHOD	EVALUATION/FEEDBACK
Example Critique selected definition of the term, "curriculum"	Example Definitions of "curriculum" <ul style="list-style-type: none"> • Course of study • Arrangements of instruction 	Example 20 minutes	Example Name, Credentials	Example Lecture PowerPoint presentation Participant feedback	Example Group discussion: What does cultural training mean to you?

	<p>tional materials</p> <ul style="list-style-type: none"> • The subject matter that is taught • Cultural "training" • Planned engagement of learners 				
The learner will be able to identify the issues associated with nursing students' experiencing a patient death.	<p>Issues: Prevalence of death experienced as a student nurse. Lack of preparation in communicating with the dying patient and family. Lack of preparation in the process of death and dying; end-of-life care; and ways to cope with the patient death.</p>	20 minutes	Barbara Heise, PhD, APRN, BC, CNE	Lecture Power Point Presentation Participant Feedback	Group Discussion: What are faculty perceptions of death and dying preparation for nursing students in your curriculum?
The learner will be able to identify	Debriefing: Evidenced-based outcomes when	20 minutes	Barbara Heise, PhD, APRN, BC, CNE	Lecture PowerPoint Participant Feedback	Group Discussion: Following a critical incident in the clinical setting, how is debriefing handled

the importance of debriefing in the clinical setting	debriefing utilized Components of debriefing strategies Adjunct part-time clinical instructors skills				in your facility/curriculum?
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Abstract Text:

Death is an emotionally charged and high stress situation for everyone. The majority of nurses will experience the death of a patient. Nursing students also encounter death and dying while in their clinical settings. Debriefing after high fidelity simulations of patient demise occurs routinely and are efficacious. Yet, pilot study data (N=33) revealed that in real-life clinical settings nursing students often do not receive debriefing despite students classifying the experience as traumatic. The purpose of this national study was to determine the following: 1) the prevalence of a patient death during a student's nursing education; 2) nursing student's perceptions of their first death; 3) nursing student's perceptions of their preparation to handle the death of a patient; and 4) how might nurse educators support the student through this experience. **Methods:** The design is a descriptive mixed methods study. Undergraduate nursing students who are members of the National Student Nurse Association (NSNA) (55,000 members) were recruited via email. **Results:** Of the 2794 (5%) nursing students who replied to the survey, 41% had experienced a patient death while a nursing student. Many expressed distress during and following the experience as well as a sense of feeling unprepared in communicating with and caring for the dying patient and the patient's family. Of those who had experienced a death, 66% reported that they did not receive any debriefing. **Implications:** Most nursing students do not feel prepared to work with dying patients and their families. The majority of nursing students who have experienced a patient death do not receive debriefing. **Conclusions:** It is essential that students receive adequate support and debriefing following the death of their patient. Nurse educators, particularly clinical instructors, need to routinely include debriefing strategies and may need education on how to debrief students following the death of a patient.