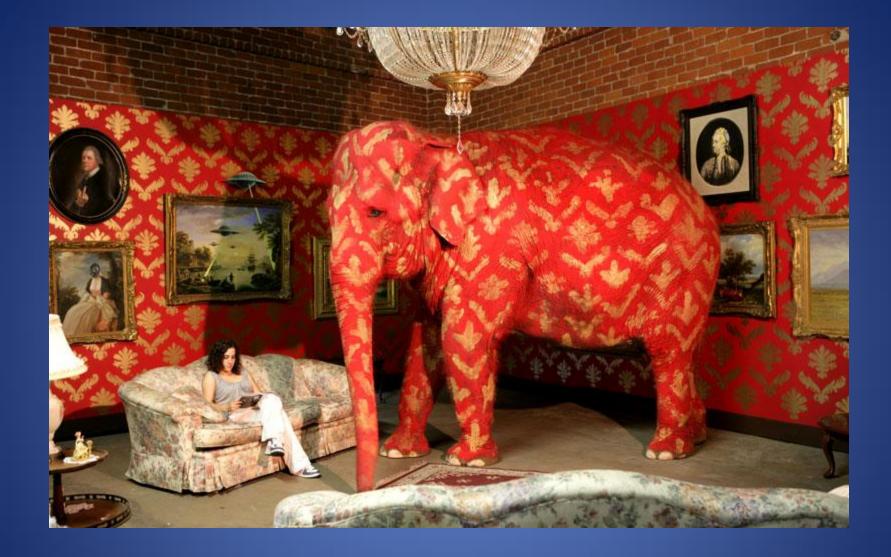
My Patient Died: Nursing Students Perceptions After Experiencing a Patient Death

> Barbara Heise, PhD, APRN, BC, CNE Debra Wing, MSN, RN Brigham Young University College of Nursing Provo, Utah







Demographics

- Gender
 - Women 92%
- Ethnicity
 - White 77%
 - Asian 7%
 - Hispanic 7%
 - African American 5%
 - Other 4%

- Marital Status
 - Single 69%
 - Married 30%
 - Widowed 1%
- Age
 - Millennials 70%
 - GenXrs 25%
 - Boomers 5%



Prevalence

As a Nursing Student: Have you ever been present (or close by) when a patient died?

No: 59%

Yes: 41%





After the patient death, did you receive debriefing?

No 66%
Yes 34%





Did you feel prepared to communicate:

With the dying patient?
 29% prepared or very prepared
 71% less than prepared





Did you feel prepared to communicate:

- With the family of the dying patient?
 - 20% prepared or very prepared
 - 80% less than prepared





Did you feel prepared to communicate:

With fellow healthcare team members?
 -56% prepared
 -44% less than prepared





Who, if anyone, prepared you to communicate:

- With the dying patient?
 - -22% Learned in Nursing Class
 - -19% Clinical Instructor
 - -59% Someone else (including No One: 42%)





Who, if anyone, prepared you to communicate:

- With the family of the dying patient?
 - -25% Nursing Class
 - -18% Clinical Instructor
 - -57% Someone else (Including No One: 37%)





Who, if anyone, prepared you to communicate:

- With fellow health care team members?
 - -22% Nursing Class
 - -22% Clinical Instructor
 - -56% Someone else (Including No One: 32%)





Did you feel prepared in the following areas at the time of the patient death?

- Process of death and dying
 - -55% prepared-45% less than prepared
- End-of-Life Care
 - 44% prepared
 - 56% less than prepared

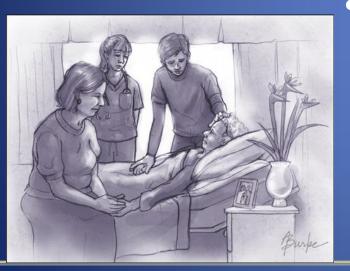


- Ways to cope with a patient death
 - 44% prepared
 - 56% less than prepared



Who, if anyone, prepared you in the:

- Process of Death and Dying
 - 36% Nursing Class
 - 21% Clinical Instructor
 - 43% Someone else (Including No One 15%)



- End-of-Life Care
 - 30% Nursing Class
 - 24% Clinical Instructor
 - 46% Someone else (Including No One 15%)



Who, if anyone prepared you in:

Ways to Cope

- 21% Nursing Class
- 22% Clinical Instructor
- 57% Someone else (Including No One 28%)





Conclusion

- Nursing students are not routinely debriefed after experiencing a patient death
- Students feel unprepared to communicate with dying patients and their families
- Students feel that they need more education on End-of-Life care



Conclusion

 Students feel that they need more education on interprofessional communication

 Nurse Educators, particularly clinical instructors, need to include debriefing strategies when working with nursing students who have experienced a patient death



Implications for Nursing Education

 How well are we preparing future nurses for Endof-Life care?

• As Nurse Educators, what improvements do we need to make?

 What education do we need to provide for our clinical faculty?



Debriefing

• Are we competent (or comfortable) with debriefing our students after a patient death?



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.



Questions?



