Improving Student Learning Outcomes by Utilizing an End of Life Nursing Simulation Scenario

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PRESENTATION OBJECTIVES

- **Explain the capstone project's purpose, goal, and significance to the nursing profession.**
- **Describe the project phases and timeline.**
- **Summarize the quantitative and qualitative statistical data results of the project.**
- **Explore the value and impact of the project outcomes on nursing education.**

PURPOSE, GOAL & SIGNIFICANCE

Purpose: To determine whether or not one's participation in a newly developed *End of Life Nursing Simulation Scenario* would significantly improve the student learning outcomes for providing palliative, end of life care.

Goal: To successfully design, develop, and utilize an innovative approach to educating students about how to give high quality and compassionate care to a dying patient. I wanted to ensure adequate opportunity for the students to demonstrate competent end of life nursing skills throughout the learning process.

Clinical Question: In students who are completing an Associate Degree Nursing Program, how does providing education through an End of Life Nursing Simulation Scenario compared to two clock hours of theory education increase knowledge and competency in providing care to patients who are dying?

Significance: Nursing programs have been neglectful and inconsistent regarding the inclusion of end of life care within the curricula (American Association of College of Nursing, 2015). Students must gain the necessary knowledge about how to deliver quality, end of life nursing care to his or her patients and be able to demonstrate a basic competency level prior to the completion of the program and graduation. By achieving end of life student learning outcomes within curricula, students expressed having had end of life lectures and clinical experiences with ample opportunities to learn and demonstrate the use of compassionate communication and provide care to patients who were dying (Welsh & Lowry, 2011).
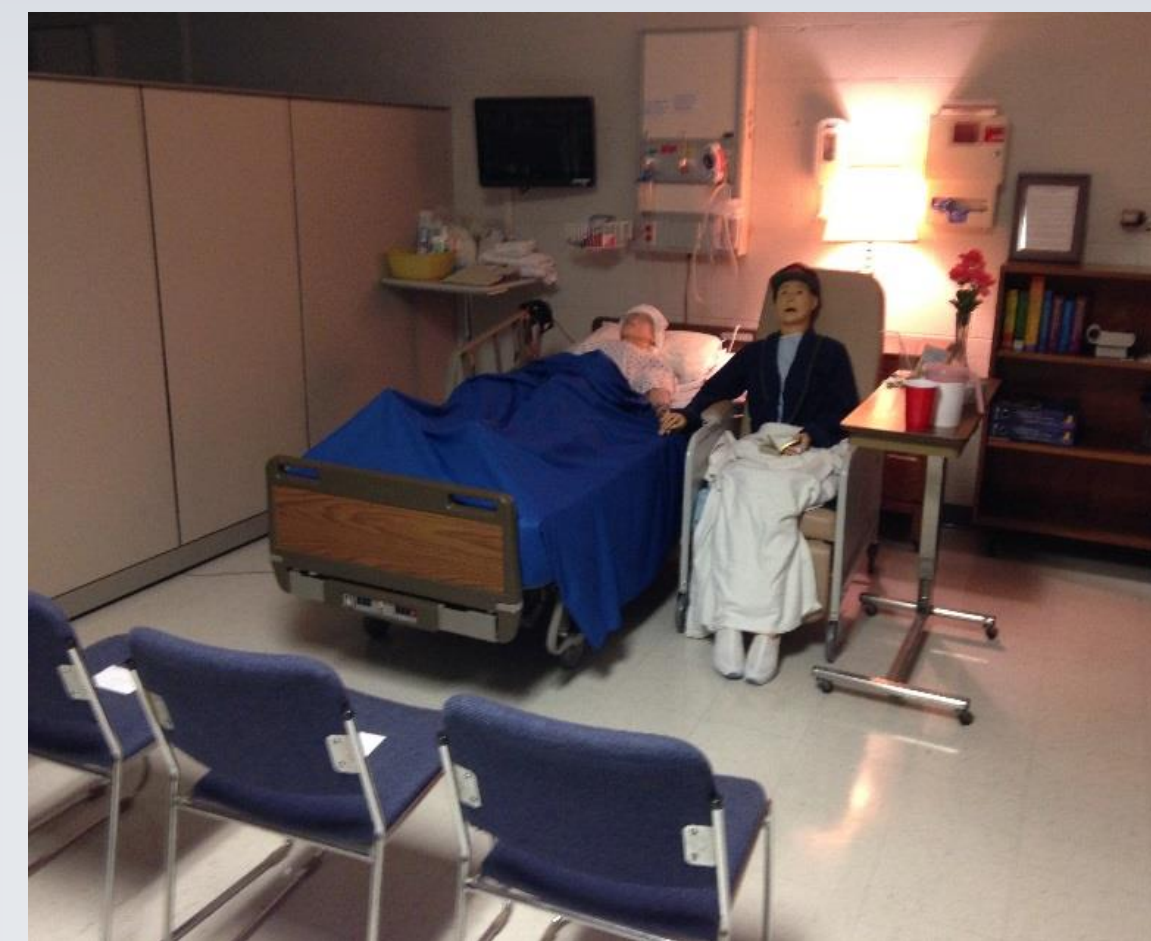
METHODOLOGY

Design & Development Phases:

- Utilized a quasi-experimental design with a pre/post quiz comparison along with a survey.
- Researched current professional nursing data regarding End of Life (EOL) nursing education trends and available innovative approaches such as simulation scenarios.
- Developed a timeline for the project completion date to be no later than December 31, 2014 which would allow 16 months from start to finish.
- Received Human Subject Protection Board approval from the Kentucky Community and Technical College System as well as Internal Review Board approval from Murray State University.
- The study population was second year Associate Degree Nursing students who had received the EOL education via two hours of didactic content and pharmacology at one college.
- Wrote the *End of Life Nursing Simulation Scenario* utilized within my project as well as the quantitative and qualitative statistical evaluation tools (Murch, 2014). According to the research, there were no simulation scenarios for EOL in 2013. The scenario was designed for a two hour clinical simulation experience that included five student roles. Participants took a pre-quiz and after the completion of the scenario, took a post-quiz for score comparison purposes. The students also completed a brief survey following debriefing.

Implementation & Statistical Analysis Phases:

- Registered eighteen study participants from the forty-three qualified population sample.
- Scheduled and facilitated six sessions of the *End of Life Nursing Simulation Scenario* over a period of 4 months in 2014. Of the eighteen who registered, 100% successfully fulfilled his/her responsibilities as agreed.
- Verified the data from the quizzes and the surveys then analyzed using the R Commander Statistical Program (Institute of Statistics and Mathematics, n.d.). The quantitative data were analyzed using the non-parametric, Signed-rank Test. Both evaluation tools were tested using the Cronbach's Alpha Test to ensure reliability and validity.

STATISTICAL DATA RESULTS

The *End of Life Nursing Simulation Scenario* was statistically proven to be effective in meeting the project goal as well as answering the clinical question, as evidenced by:

1. The quantitative data indicated significantly higher post-quiz scores for 100% of participants when compared to the pre-quiz (Pre-quiz M = **6.50**, Post-quiz M = **9.94**, p = **.0001982**).
2. The qualitative data from the survey responses indicated the participants chose the two highest, positive Likert scale ratings of strongly agree or agree for the nine statements.
3. The Cronbach's Alpha Test indicated reliability and validity of both statistical evaluation tools (Quiz α = .775, Survey α = .956).
4. The project outcomes indicated multiple strengths and minimal weaknesses. The necessary revisions were done.

EOL PRE-SCENARIO DATA ANALYSIS HISTOGRAM

EOL POST-SCENARIO DATA ANALYSIS HISTOGRAM
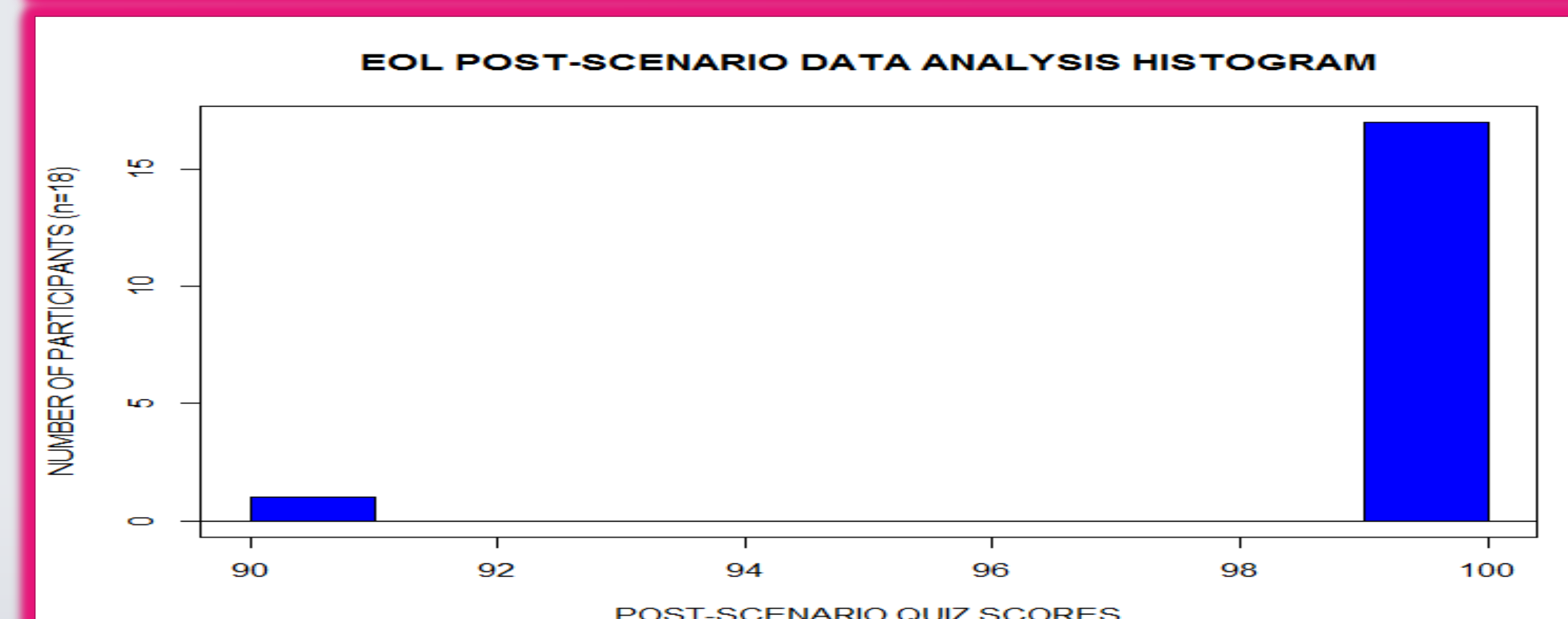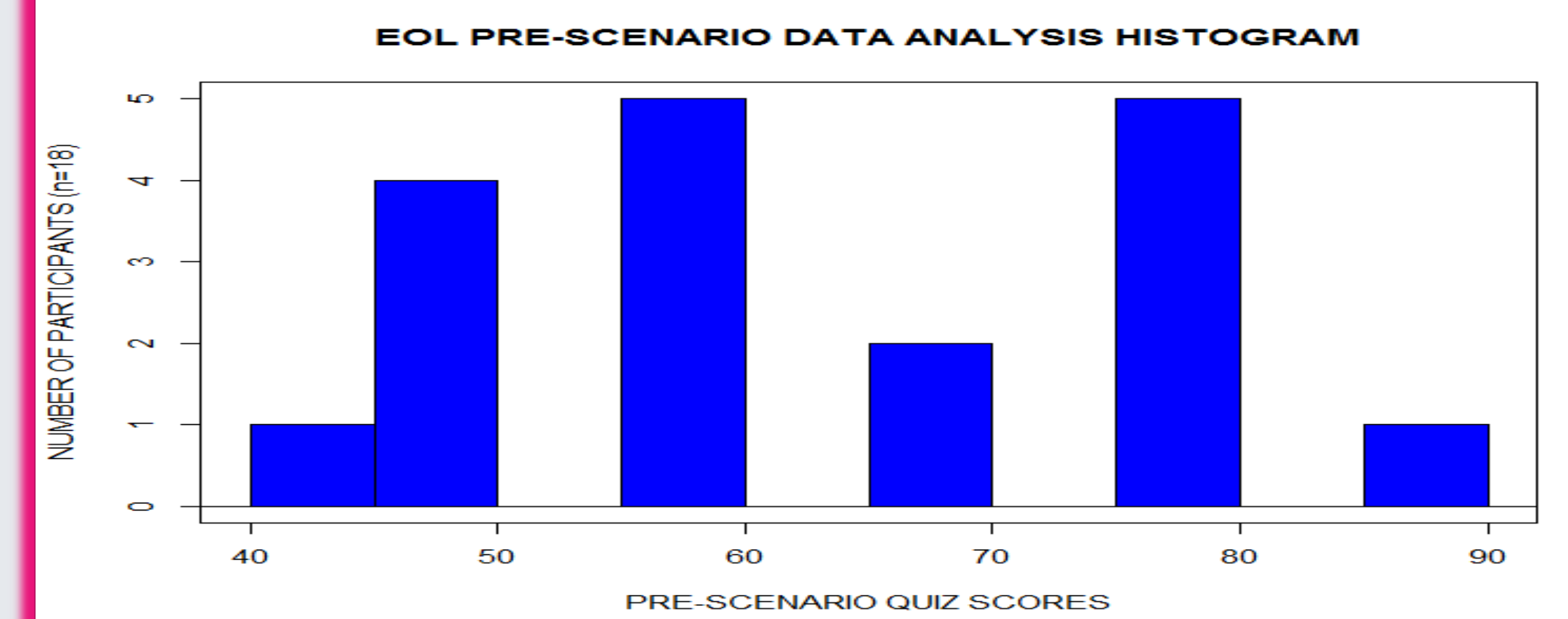
CONCLUSION

The outcomes from my capstone project clearly gives support in the effectiveness of offering an innovative educational modality utilizing a simulation scenario in order to successfully achieve the EOL student learning outcomes in a nursing program's curricula.

REFERENCES

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