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Interactive classroom education versus simulation-based teaching: A comparative study of undergraduate nursing students in palliative care

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Introduction

- The number of patients receiving end of life (EOL) care is increasing
- New graduate nurses continue to feel unprepared to care for patients during the end of life
- There is a need to include EOL training in undergraduate education, but many universities fail to adequately prepare students to care for this population
- There is a gap in research pertaining to the best method of educating nursing students on EOL care
- The National League for Nursing (NLN) developed a program called Advancing Care Excellence for Seniors (ACE.S) to improve EOL education

Objectives

- Describe the need to provide for EOL education in undergraduate nursing curriculum
- Increase the knowledge regarding the benefits of EOL simulation-based education

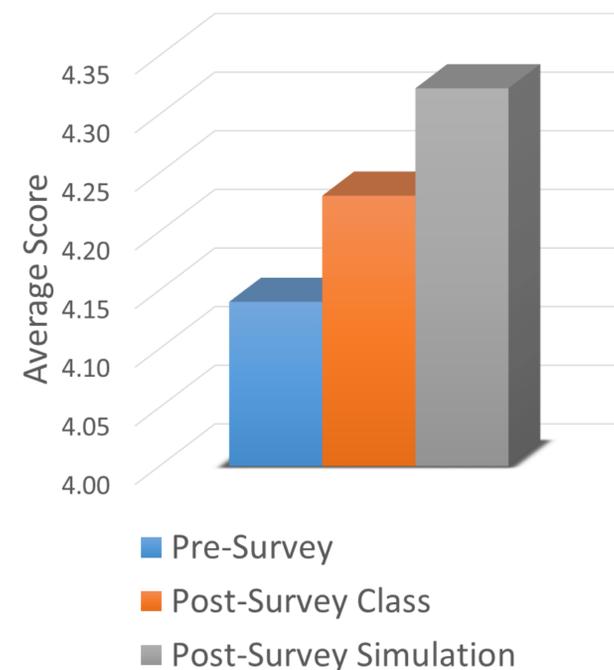
Methods

- The research project used a quasi-experimental two-group design with a pre and post-intervention questionnaire
- The study was designed to determine if there was a difference between classroom-based learning versus patient simulation lab regarding EOL education
- Both interventions used the NLN's ACE.S unfolding end of life toolkit
- The study involved 49 nursing students enrolled in Adult Med/Surg Nursing II and who had not previously received formal palliative care education
- Following consent and completion of the pre-survey, students were randomly divided into two separate groups
- Group A (n = 37) participated in a one-hour student-centered classroom-based ACE.S unfolding end of life scenario
- Group B (n = 12) participated in the same unfolding end of life scenario, but during patient simulation lab

Findings

- Among the 49 students who participated in the study, there were no statistically significant findings
- While not statically significant, there was an increase from the pre-survey (4.14 ± 0.87) to the classroom intervention (4.20 ± 0.88) and even higher in the patient simulation lab (4.32 ± 0.81)

Nurses' Attitudes Toward Death and Caring for Dying Patients



Conclusion

- While statistical significance in the overall mean score of either intervention was not found, there was an increase from the pre-survey to the post-surveys
- The evidence suggests that conducting didactic education along with patient simulation improves the nursing students' attitudes and feelings towards caring for a dying patient

References

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