Exploring Nursing Students' Resilience and Spirituality in an End-of-Life Care Simulation

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Nursing students and nurses have identified feeling anxiety, fear, and burnout as a result of poor educational preparation with end-of-life care (Allen, 2018; Caton & Klemm, 2006; Gillan et al., 2013; Holms, Milligan, & Kydd, 2014; Kwekkeboom, Vahl, & Eland, 2005; Leighton & Dubas, 2009; Sampaio, Comassetto, Faro, Santos, & Monteiro, 2015). Burnout has been correlated with a decline in healthcare professionals’, including nursing’s, resilience and spirituality (Mealer et al., 2012; McGarry et al., 2013). In an effort to enhance nursing students’ educational preparation with end-of-life care, one undergraduate nursing program in suburban Chicago incorporated an end-of-life care simulation and explored the impact that the curricular change had on nursing students’ resilience and spirituality.

This quantitative, quasi-experimental and correlational study examined changes in 48 senior level, undergraduate nursing students’ resilience and spirituality using the Resilience Scale and Spiritual Intelligence Self-Report Inventory (SISRI-24). The Resilience Scale revealed a Cronbach’s alpha coefficient ranging from 0.85 to 0.94 and an internal consistency ranging from 0.91 to 0.94 in various research studies (Wagnild, 2016). The tool, SISRI-24 demonstrated excellent reliability (α=0.92) and construct validity in 305 undergraduate students (King, 2008). The scales were given before and after the nursing students participated in an end-of-life care simulation, focusing on the care of an older adult patient in the intensive care unit.

There were statistically significant changes in the nursing students’ resilience when comparing pre (M=139.02, SD=14.07) and post participation in the simulation (M=142.27, SD=15.22), t(47)=2.99, p=0.004 (two-tailed). There were statistically significant changes in spirituality scores on the SISRI-24 from pre-simulation (M=62.44, SD=13.28) to post-simulation (M=67.00, SD=13.54), t(47)=5.54, p=0.000 (two-tailed). Upon further inspection of the relationship between resilience and spirituality, a statistically significant (p<0.001) weak (r=0.482) to moderately (r=0.530) positive correlation occurred in resilience and spirituality in the nursing students pre and post simulation scores. Cohen’s d statistic (d=<0.34) indicated small effect sizes across all statistically significant findings.

The undergraduate nursing students experienced gains in resilience, spirituality, and the correlational relationship between resilience and spirituality after participating in the end-of-life care simulation. As such, incorporating an end-of-life care simulation within undergraduate nursing curriculum is of value. The Robert Wood Johnson Foundation (2014) found that nearly one in five newly graduated nurses leave the profession within the first year; this statistic highlights the need for nursing programs to assist students in building their resilience and spirituality. Of particular importance, the need for up-and-coming nurses to have the opportunity to have exposure to end-of-life care is necessary as the psychological and emotional demands placed on nurses places their resilience at risk (Scammell, 2017). Nursing education, including simulation, offers a safe environment for holistic learning to occur, including addressing psychological and spiritual needs.
Keywords:
End-of-Life Care Simulation, Resilience and Spirituality

References:


Abstract Summary:
End-of-life care requires nurses to be resilient and embrace spirituality. However, the literature is deficient in examining the relationship between resilience and spirituality in undergraduate nursing students, including in simulation. This research begins to explore the relationship between resilience and spirituality in nursing students participating in an end-of-life care simulation.

Content Outline:

1. Introduction
   1. Identify current end-of-life care teaching practices in undergraduate nursing education
   2. Define simulation
2. Research Questions
   1. In undergraduate nursing students participating in an end-of-life care simulation, is there a relationship between spirituality and resilience?
   2. In undergraduate nursing students participating in an end-of-life care simulation, are there statistically significant within group differences in resilience?
   3. In undergraduate nursing students participating in an end-of-life care simulation, are there statistically significant within group differences in spirituality?
3. Study Design
   1. Quantitative, repeated measures, correlational
   2. Describe study sample characteristics
   3. Describe reliability and validity of Spiritual Intelligence Self-Report Inventory (SISRI-24) and the Resilience Scale
4. Results
   1. Statistically significant changes in resilience and spirituality growth (p<0.05)
   2. Statistically significant (p<0.001) weak (r=0.482) to moderately (r=0.530) positive correlation in resilience and spirituality in the nursing students occurred pre and post-simulation
5. Conclusion
   1. Impact on nursing education
   2. Recommendation for future research

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Professional Experience: 2007: Earned BSN from Loyola University Chicago 2007: RN 2007: Began critical care career at St. Peter's Hospital in Albany, NY in combined MICU/SICU 2008: Moved from Albany, NY to Chicago; Began working in SICU at Rush University Medical Center in Chicago, IL 2009:
CCRN 2012: Began working at Loyola University Chicago in skills and simulation laboratory part-time
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2014: CNE 2014: Began teaching at Loyola University Chicago full-time in simulation laboratory
2015: CHSE 2016: Left Loyola in full-time; Adjunct at Aurora University and Dominican University in skills and health assessment laboratory
2017: EdD from Aurora University
2017: Began teaching at Dominican University full-time
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Author Summary: Dr. Michelle Allen has been a Registered Nurse for 11 years and has been in nursing education for six years. She has focused her research on undergraduate nursing simulation. She holds certifications as a Critical Care Registered Nurse, Nurse Educator, and Healthcare Simulation Educator.

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Professional Experience: My 24 year career in nursing started at the University of South Alabama, graduating as a member of Sigma Theta Tau. I have practiced in the ED and L&D bedside, to Pediatric Nurse case management to a work in sales, marketing and product and disease education for Merck &Co., Inc. I obtained my Family Nurse practitioner in 2010 from the University of South Florida working in family practice clinics building a practice in the central Florida area until moving to Chicago in 2011 where I forwarded my love of education by joining the faculty at Resurrection University where I assumed the role of Program Chair for Graduate education while working with the Pre-licensure program as well. In 2017, I assumed the role of the Executive Director of Nursing at Dominican University helping to continue to develop the pre-licensure program and as of 2018, the RN-BSN completion program is in development.

Author Summary: Kristen Bayer is currently the Executive Director of Nursing at the Dominican University. She has worked in nursing over 24 years and has practiced in the ED, L&D bedside, pediatric case management, sales, and earned a FNP. As a FNP, she has worked in various clinics and has worked in nursing education.

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