Virtual Life & Death: Nursing Students & End-of-Life Care

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Objectives

- Identify the need for nursing care at end-of-life.
- Describe the use of technology to engage novice nursing students in providing care to the dying adult and support person(s).
- Discuss the concept of care (palliation) vs. cure.
- Apply different strategies to expand on the knowledge, skills, & attitudes in end-of-life care.
- Examine how learning in the virtual world can be applied to the actual clinical setting.

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In 2011, 41.4 million in US (13.3%) and by 2030, anticipated increase to 72.1 million (20%) (AOA)

Largest growth is 85+ years and between 1980–2010, 66% increase in centenarians (Tuohy & Jett, 2014)

1.6 million persons received hospice care (NHPCO, 2013).
Education about end-of-life reduced death anxiety in nursing students if it allowed for reflection of attitudes & beliefs over time (Mooney, 2005).

Experience in providing end-of-life care increases skill, knowledge, & empathy (Barrere, et. al., 2008)

Five themes – importance of values & beliefs, personal & professional experience, good vs. bad death, ethics & legislation, education & knowledge (Adesina, et. al., 2014).
Virtual Patient Learning Objectives

- Develop communication skills.
- Reinforce physical assessment skills.
- Document appropriately.
- Demonstrate clinical reasoning skills.
Virtual Patient

- Digital experience
- Students have multiple opportunities to complete assignment prior to due date
- 78 year old female of Korean Heritage
- Simulated electronic health record
- Reinforcement of health history & physical assessment skills
Electronic Health Record

Esther Park  ID#: 120768

Patient Chart
Document: Vials
Document: Nursing Notes

Nursing tasks:
- Close curtain
- Wash hands
- Check patient ID band
- Check bed

Exam Menu

Transcript will appear here.

Greet your patient

Greet  Objectives & Instructions  Submit
Activity Description: Conduct a focused exam for Esther Park, a Digital Standardized Patient who presents with abdominal pain. Interview the patient, assess the related body systems, and then transfer care to your preceptor.
Transcript will appear here.
Virtual Activities

- Document vital signs, subjective & objective data.
- Reinforce a culture of safety with interventions such as client identification and handwashing.
- Perform virtual exam.
- SBAR report.
- Enter reflective journal on performance.
- Document the clinical reasoning used during the simulation.
Can you rate your pain on a scale of 0 to 10 with 0 being pain free and 10 being severe pain?
It is important to drink plenty of fluids to stay hydrated.

Thank you for explaining that.
Activity Description: Conduct a focused exam for Esther Park, a Digital Standardized Patient who presents with abdominal pain. Interview the patient, assess the situation, and then transfer care to your preceptor.

Now that you have completed the exam, transfer care of the patient to Preceptor Diana by using the SBAR prompts in this activity to communicate the critical information that she needs to know.

Hi. I'm ready to take over care of this patient. Could you tell me what the situation is?

Enter your response here...
Unfolding case study in preparation for next simulation

Client’s health status deteriorates from treatable/manageable condition to end-of-life situation

Discussion board posting(s)
Simulation in Lab

- Human patient simulator with programmable tablet
- Role player of family member
- Critical elements in the scenario – determination of resuscitation status & advance directives, quality of life, family support, cultural and religious considerations at end-of-life
- Debriefing
Course Integration

- Digital experience is completed before experience in clinical setting in long term care
- After simulation in lab, submission of paper focusing on one aspect of end-of-life care such as comfort/pain relief, skin care, spiritual support, cultural considerations. Inclusion of current evidence to support nursing care.
References

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