

Using Multicultural Role-Play to Improve End-of-Life Care Education

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Objectives

- The learner will be able to:
 - Identify strategies used to develop an interdisciplinary standardized patient nursing simulation experience.
 - Discuss the training and education required to become a standardized patient and the steps taken toward integrating interdisciplinary SP's into a nursing simulation curriculum.
 - Recognize the advantages of integrating multicultural standardized patients into simulation.
 - Differentiate the various steps of a two-phased simulation debriefing.

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Purpose

- Evaluate the effectiveness of an undergraduate End-of-Life education with simulation

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Background

- Nursing curricula and clinical rotations often lack educational opportunities that address such challenges related to end-of-life (EOL) care conversations
- Nurses have reported feeling uncomfortable and ill prepared to carry out appropriate end-of-life conversations



Significance

- In 2012, the World Health Organization reported 56 million deaths worldwide
- Death is not unique in healthcare, but many nursing students and nurses feel unprepared to address it

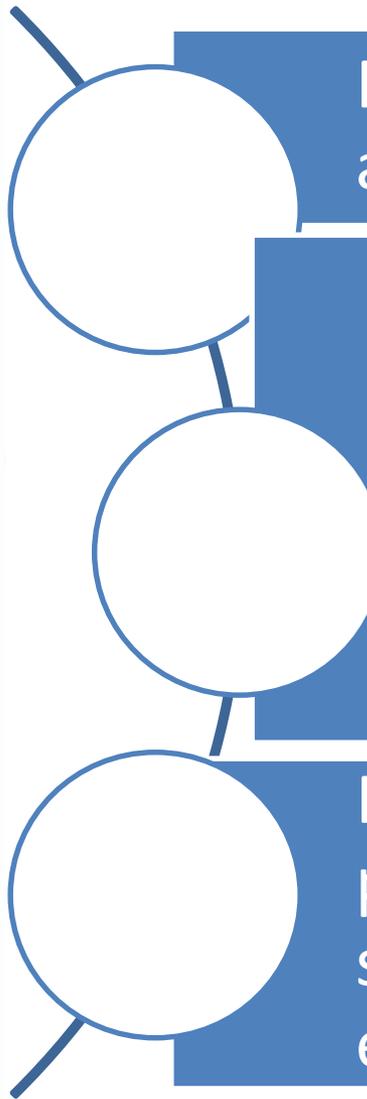


Methods

- Mixed method study
 - The Katherine Frommelt Attitudes toward Care of the Dying (FATCOD-B) survey was administered at two time points (pre/post)
- Undergraduate students:
 - Participants: Nursing students
 - Simulated Patients: Theater students
- End of Life education
 - Online and Simulation



Results



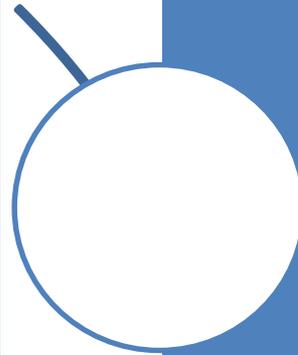
Fifty-six participants completed a mixed method study

Responses from the nursing students revealed that receiving feedback from a SP was a new experience and something to which they were not initially receptive

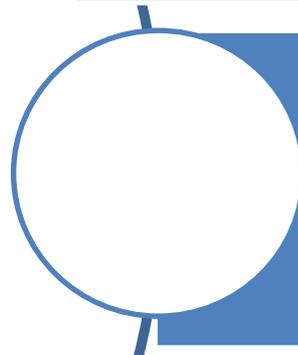
Following the change to the two-phased approach, the nursing students' opinions of the overall experience was more positive



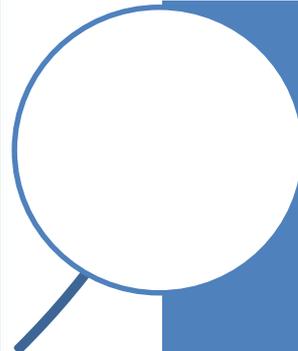
Results



They felt more aware of the family members' needs and shifted from a patient-focused care approach toward a family-centered care approach.



Respondents described the scenario as being realistic and a valuable learning opportunity.



Participant mentioned that when an SP daughter asked “if her mother died” it created a lasting impression.



Simulation Debriefing

- Two-phased debriefing process:
 - In-character feedback
 - Traditional debriefing
- Student self-reflection

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Multicultural Simulation

- Cultural diversity
- Gender diversity
- Integration of simulated person-student feedback

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Conclusion

- Realism was further deepened through the integration of SPs from different cultures and genders
- Influence of culture on end-of-life nursing care is important
- In-character feedback conducted at the bedside to provide patient perspective may be more well received



Conclusion

- A reciprocal understanding of each other's roles, and a comprehensive pre-briefing is vital
- Finally, the debriefing that includes a discussion about the experience of receiving bedside feedback from the “patient’s” perspective may be important to give the opportunity for learners to reflect on receiving this type of feedback

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