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Learning About End-of-Life Care in Nursing: A Global Classroom Educational Innovation

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Creating collaboration. Advancing science. Impacting lives.

Disclosures

- Funding for this project was provided by the VCU Quest Global Impact Award

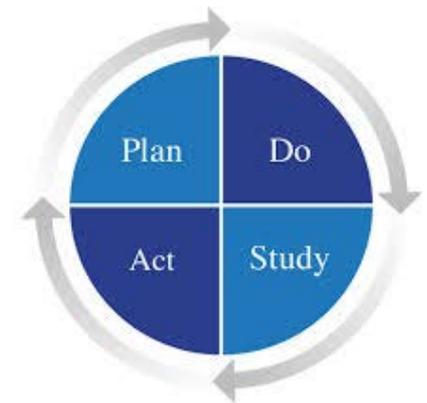


Background

- Teaching healthcare providers how to deliver quality EOL care has been identified by the World Health Organization as a global healthcare priority¹
- Teaching nursing students about cultural considerations involved in EOL care in order to promote patient-centeredness can have a positive impact on students' attitudes towards care of the dying²
- Traditional face-to-face classroom teaching is increasingly supplanted by digital technology – This presents opportunities for developing new approaches to EOL care education
- Prior relationship with UOB faculty and identified need at both universities allowed for a natural fit

Educational Innovation

- Purpose of project: To develop, implement, and evaluate a joint EOL care course for nursing students in the US and England taught in a 'virtual classroom'
- Following the Plan Do Study Act (PDSA)^{3,4} quality improvement approach incorporating effective collaborative global project components, a global classroom focused on teaching culturally competent EOL care was developed to promote:
 - Cultural awareness
 - Understanding of the complexity of EOL care
 - Sensitivity to the needs of patients and their caregivers



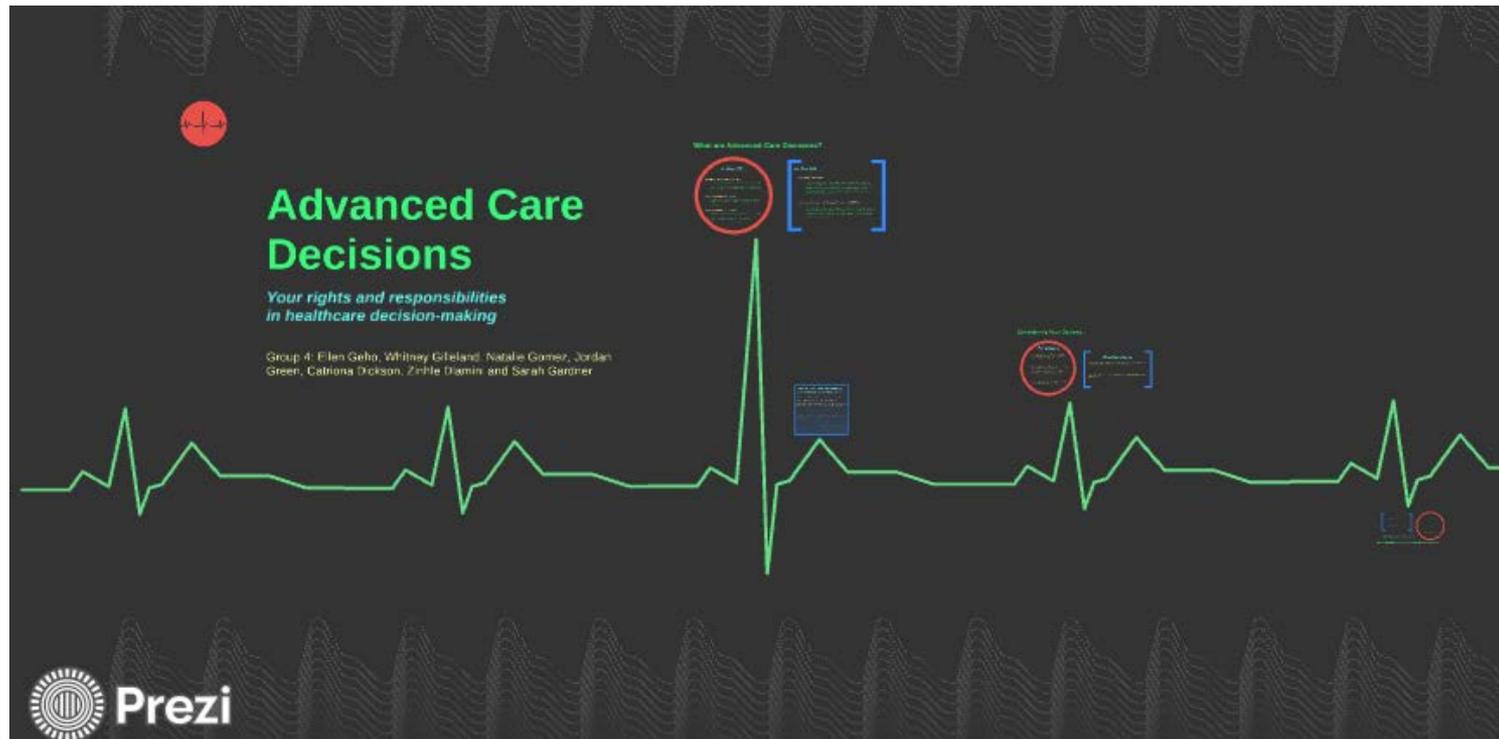
Educational Innovation

- The Global Classroom ran over the course of one semester
- Three synchronous classroom sessions were planned using Zoom™⁵
 - 1st session: Introductions and technology check; Students required to view films about England and US healthcare systems beforehand
 - 2nd session: Joint lecture from faculty at both sites on advance care planning; Cultural competence highlighted
 - 3rd session: Interactive discussion about the movie Wit; Palliative care clinical colleagues from both sites invited to contribute to discussion
- Additionally, students asked to organize two ‘virtual’ small group meetings via Slack™⁶ to work synchronously on a group activity (an e-resource on advance care planning for patients and families)

Results

- 75 students from the US and 54 students from England participated in the global classroom experience
- Lessons learned by faculty:
 - Teaching needs to be inclusive, focused and engaging
 - Virtual platform must be stable and support individual learning
 - Learning needs to be collaborative and authentic
- Feedback received from students was positive and suggestions for improvement corresponded with areas identified by the faculty
- Limitations: Student schedules, unpredictable weather, limited time

Group Project Example



<https://prezi.com/3aa8mkdhgpwr/advanced-care-decisions/>

Student Award Winners



Discussion

- Provision of high quality EOL care begins with educating health professionals
- The global classroom is an effective innovation for teaching undergraduate nursing students about EOL in an international context
- Our results can be used to inform the integration of similar approaches in healthcare professional educational programs

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“Education is the most powerful weapon which you can use to change the world.”

– Nelson Mandela



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