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2017

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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 priority<sup>1</sup>
- 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 dying<sup>2</sup>
- 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)<sup>3,4</sup> 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



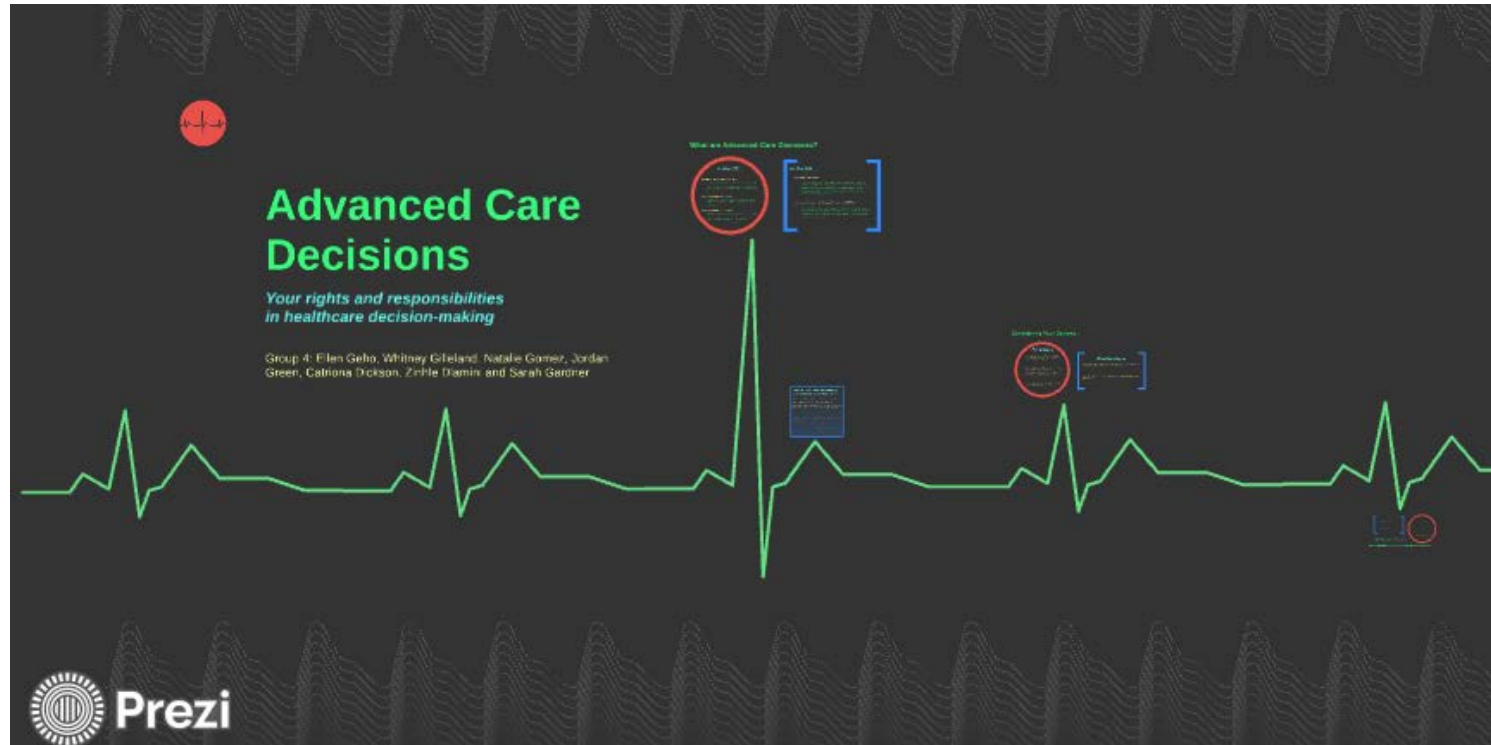
# Educational Innovation

- The Global Classroom ran over the course of one semester
- Three synchronous classroom sessions were planned using Zoom™ 5
  - 1<sup>st</sup> session: Introductions and technology check; Students required to view films about England and US healthcare systems beforehand
  - 2<sup>nd</sup> session: Joint lecture from faculty at both sites on advance care planning; Cultural competence highlighted
  - 3<sup>rd</sup> 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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