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

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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\(^1\).

• 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\(^2\).

• 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™
  - 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™ 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

Advanced Care Decisions
Your rights and responsibilities in healthcare decision-making

Group 4: Ellen Gohin Whitney, Bridgette Carner, Jordan Green, Catherine Jackson, Emily Shainix and Sarah Gathier

https://prezi.com/3aa8mkdhpwr/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
References


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

– Nelson Mandela