

Using High-Fidelity Simulation to Teach End of Life Care Skills to Students Studying the BSc Hons Nursing (Children's) programme: A review of the literature.

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INTRODUCTION

Student Nurses are required to develop the ability to care for the child and young person (CYP) at the end of life, yet many qualified nurses lack the skills and confidence to deliver this care (NMC 2018, Gillian et al 2016, Dame & Hoebeke 2016). A literature review explored how BSc Hons Nursing (Children's) students at the University of Hertfordshire can be enabled to gain the affective and effective skills required to look after a CYP at the end of their life

Aims

- To explore the literature to determine whether students feel more confident and skilled in delivering end of life care to a CYP post high-fidelity simulation
- To determine how this can be delivered to ensure students feel well supported during and post the high-fidelity simulation.

LITERATURE REVIEW

A total of 27 abstracts were read with five of these articles reviewed in depth as they focused directly on simulation with undergraduate student nurses to teach paediatric end of life care, whereas other articles examined end of life care in the adult or teaching registered Nurses or Doctors. The literature review highlighted that high-fidelity simulation has been used successfully to teach end of life care to nursing students. Students reported they had a better understanding and so felt confident in delivering care at the end of a CYP's life (Fielding et al 2022, Hamdoune & Gantare 2022). All studies used a pre-brief and de-brief to support students before, during and after the simulation. The pre-brief ensured that a plan was in place if a student became distressed during the simulation (Fielding et al, 2022). A debrief allowed students to reflect on their learning and any emotions that may have surfaced (Sherlin and Quinn, 2016).

IMPLEMENTATION

Given the increased confidence and knowledge reported by students within the literature reviewed, high-fidelity simulation could be used to teach end of life care to those studying the BSc Hons Nursing (Children's) programme at the University of Hertfordshire.

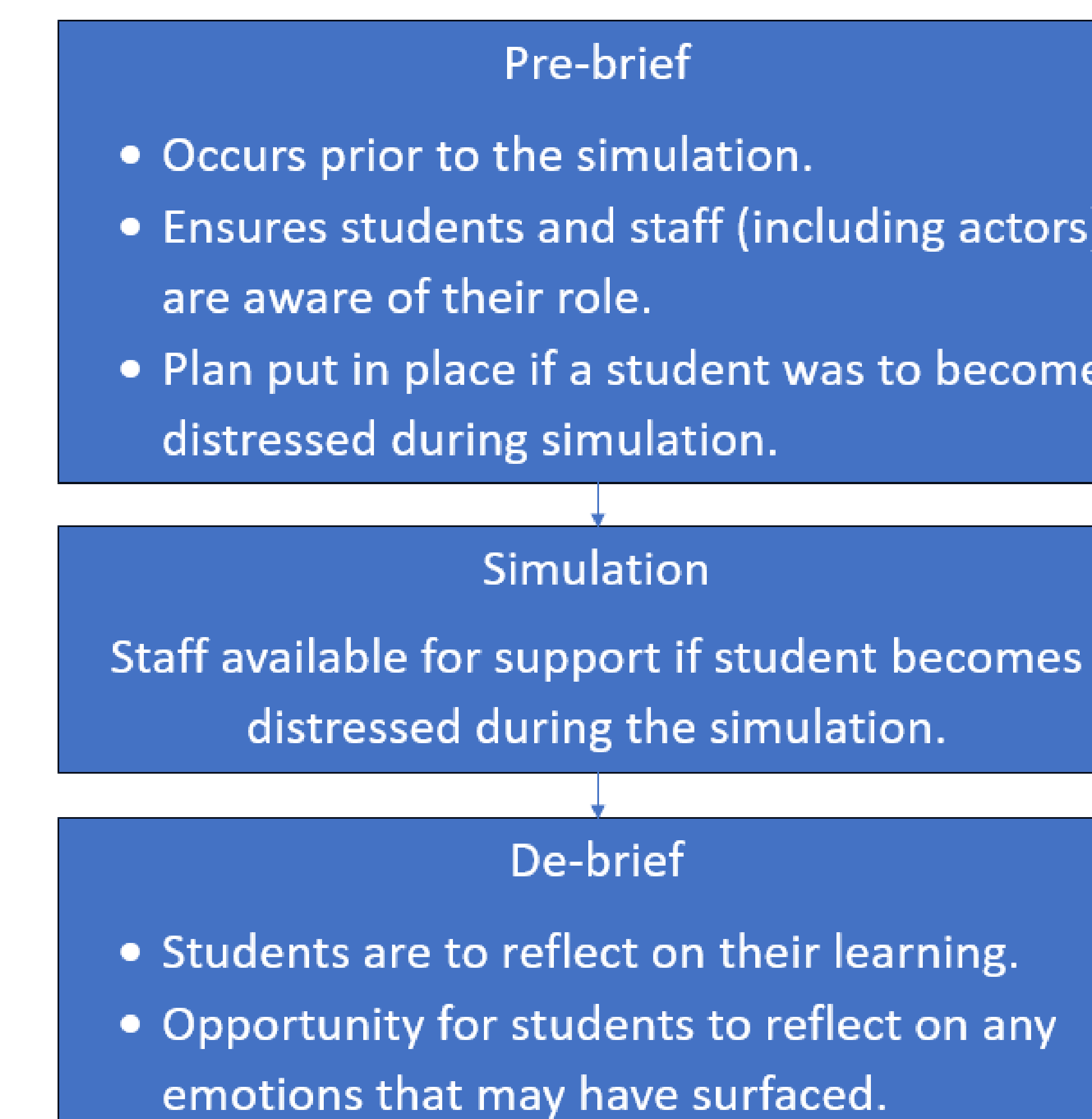
Year 1: Students are to demystify palliative and end of life care to enable them to have a good understanding of what it is.

Year 2: Knowledge can be built upon so that communication and emotional intelligence are at the forefront when dealing with end-of-life scenarios.

Year 3: Students should feel equipped with the effective and affective skills required to deal with clinical situations as a qualified Nurse.

A pre-brief and debrief are to be included in the simulations to ensure students feel supported (Fig 1).

Figure 1



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