



Service Priorities and Programmes Electronic Presentations

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An initiative learning program on student nurses' personal death-related experience

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Introduction

The importance of life and death study in nursing education has been addressed over decades but there were only a few studies concerning the life and death study for the undergraduate nursing students. Young nursing students may unaware of the details of death and dying as it remains a taboo in the Chinese family. It is also difficult for them to conceptualize the meaning of death without concrete illustration. In this regard, the learning activities of life and death study for the higher diploma in nursing students in Queen Elizabeth Hospital had been revised. Talk on grief and bereavement followed by workshop in sharing of personal death-related experiences were added. Besides, experts of the palliative management were invited as the advisors and facilitators of workshop.

Objectives

1. Reflect the experience of losses in a wider perspective. 2. Acknowledge the importance in understanding of the experience of dying and loss in end of life care 3. Promote an empathetic attitude to people facing death and loss

Methodology

Four personal death-related experiences had been shared in the workshop. Owing to the limited clinical experience, they reflected on the death experience of their family members. In the sharing, nursing students used a variety methods e.g. video to express their feeling or thought. They not only expressed their gratitude and respect to their loved ones, but also reminisced about the past that they had with the deceased. Some of the students shared their caring experience of the dying family members and they revived their positive and negative reactions during their bereavement journey.

Result

Self-administered questionnaires with 10 items using 6-point likert scale (ranged from 1 = "strongly disagree" to 6="strongly agree") for evaluating the satisfaction on the workshop and the narrative comments as well as take home messages were also analyzed. Total 99 2nd year students (female: 82 & male: 18) participated in the workshop with the mean age of 21.7 (SD 1.5). The response rate was 100 %. The

mean scores of the workshop were 5 (SD 0.14) and participants agreed that the objectives of the workshop had been achieved. (Mean: 5.2; SD 0.5) The highest rating item was "promoting their appreciation of empathetic attitude to people facing death and loss" (Mean: 5.2; SD 0.8) and the least rating item was about the design of the program (Mean: 4.9; SD 0.8). For the narrative comments, students (n=33) commented that they loved the sharing of the death-related experience by their classmates and their true emotional expression really touched them. On the other hand, they believed that the workshop provided an opportunity for them to reflect the meaning of life and death and it also allowed them to appreciate the preciousness of life (n=8). A few of students appreciated the supportive comments from the facilitators. On the other hand, some of them (n=9) suggested further refinement of the workshop to minimize the interruption of the sharing. Conclusion In this program, it is proved that the experience sharing serves as a kind of learning among young nursing students. The workshop allows the nursing students to discuss and reflect the death issue feely in a supportive environment. Empathic attitude in caring dying people and their families was cultivated. Follow up study and the application to the clinical area should be further explored.