

Title: Exploring the feasibility of simulation-based education on undergraduate students' palliative care communication: Innovating a practice-based theory approach

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Abstract

Simulation-based education (SBE) provides crucial learning experience for nursing students especially on the communication and care for patient and family in palliative care (Smith et al., 2018). The purpose of this study is to explore an innovative approach to student learning on palliative care communication through SBE, based on the sociomaterial approach that helps to identify human and non-human factors in medical care (Fenwick & Edwards, 2010).

27 final year nursing student participated in the study and six simulation exercises were conducted. Data was collected through post-simulation debriefing focus group interviews, map drawing exercises and field observations, to capture students' learning process and outcome.

The preliminary findings include the identification of students' emergent learning process especially through the reflection in debriefing focus groups. Students experienced the need to care for patients' family members in palliative care through SBE. Verbal communication through the use of open-end questions and the awareness of moments to speak are also key learnings. Students also identified non-verbal elements including a tap on the shoulder, look in the eye and offering tissue can be powerful means to offer comfort. The use of non-human elements including chairs, chart board, bed and blanket also helped them in responding to questions from patients and family members.

The study demonstrated the effectiveness of innovatively designed SBE in helping to equip nursing students in palliative care communication. Results also demonstrated that verbal and non-verbal

communication, human and non-human elements play crucial roles in palliative care communication to patient and their family members.

Keywords (4 to 6):

Palliative care communication, simulation based education, sociomaterial approach, nursing students

Reference:

Fenwick, T., & Edwards, R. (2010). *Actor-network theory in Education*. Routledge Taylor & Francis Group.

Smith, M. B., Macieira, T. G., Bumbach, M. D., Garbutt, S. J., Citty, S. W., Stephen, A., ... & Keenan, G. (2018). The use of simulation to teach nursing students and clinicians palliative care and end-of-life communication: a systematic review. *American Journal of Hospice and Palliative Medicine*®, 35(8), 1140-1154.

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Remarks

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