



Interactive ways to learn and teach palliative care

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Nothing to declare

One of the writers of the guideline of the support for the closest-one

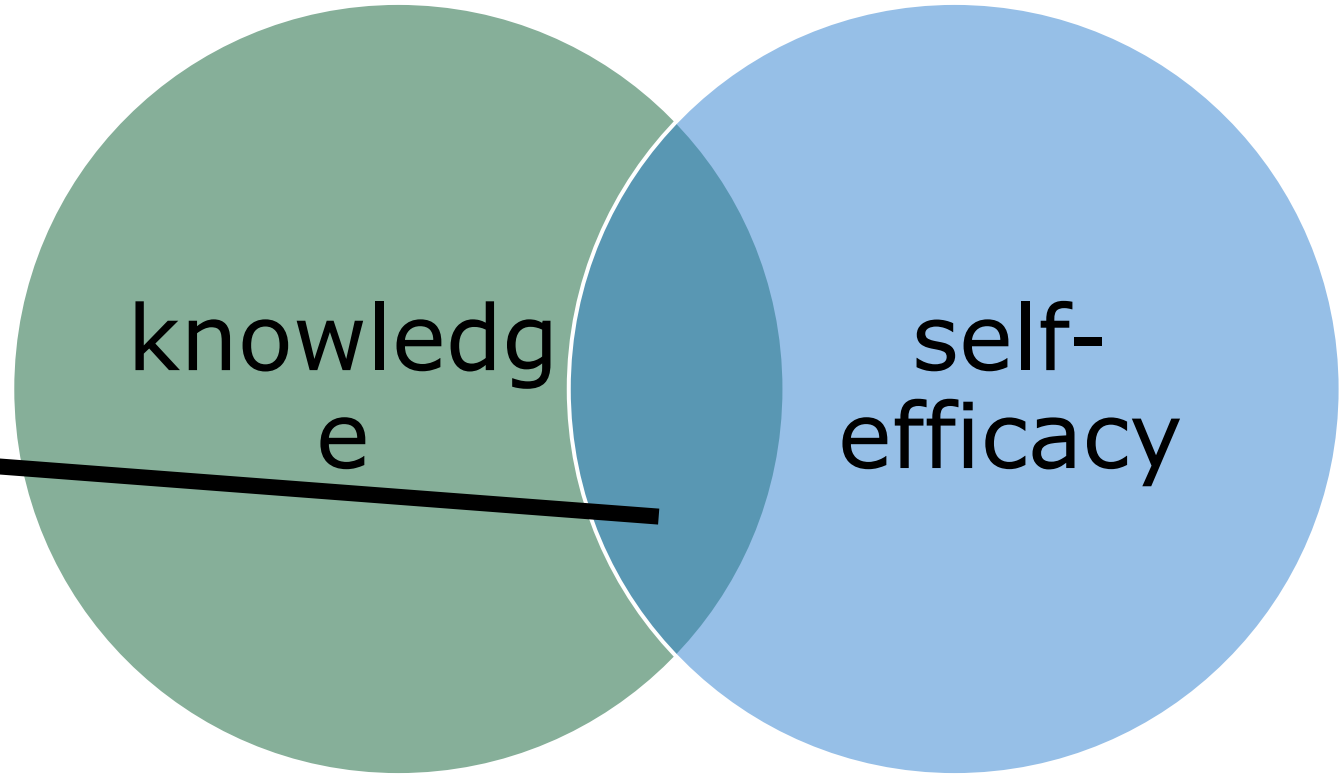
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- Diakonia University of Applied Sciences
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 - Project manager, FinPall-project
- Finnish palliative care research network
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FROM CURE TO CARE

Education in palliative care as a joined responsibility of educational institutes and the workforce

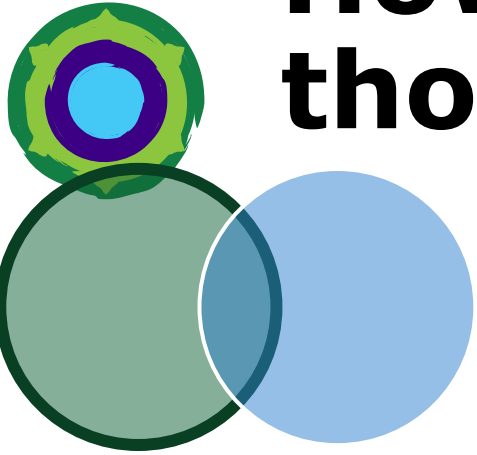


WHEN IS TEACHING EFFECTIVE?



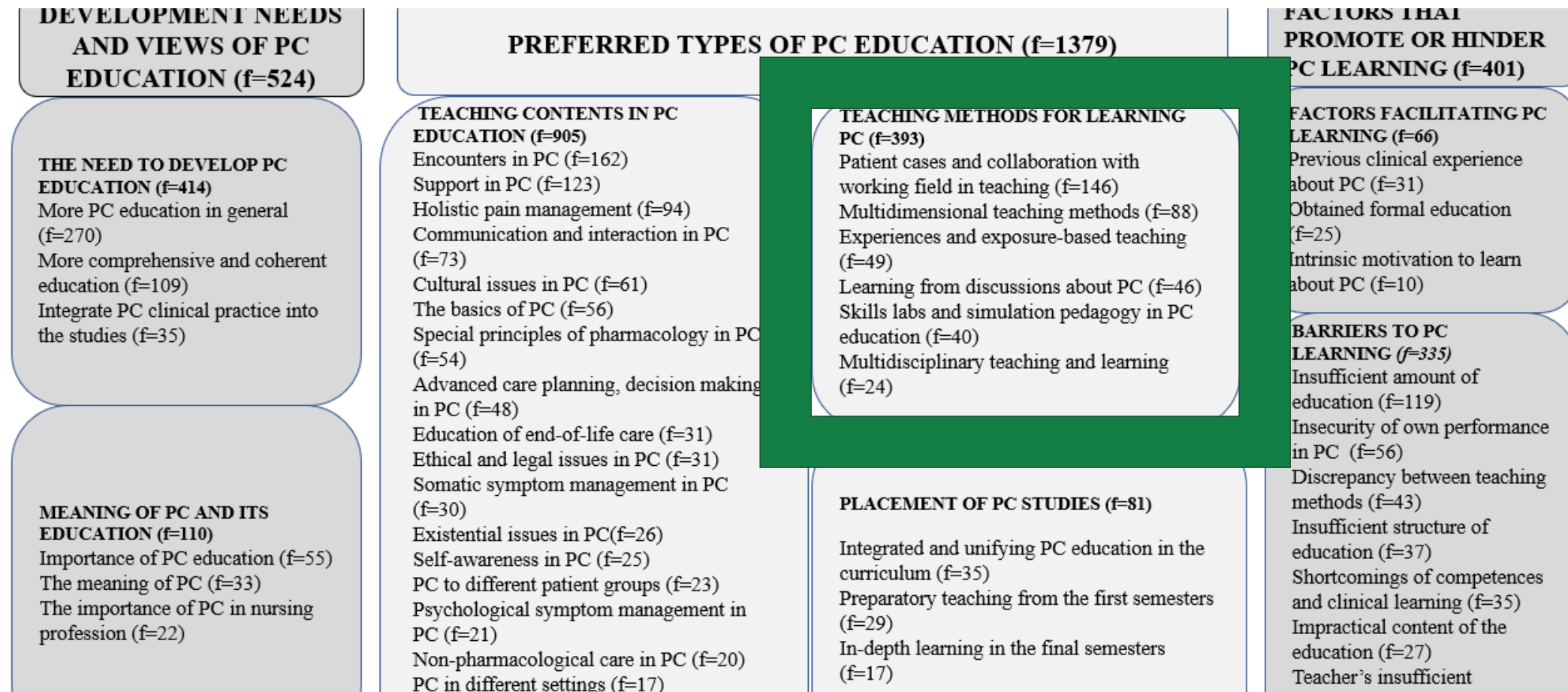
“I’ve never done it, so I think that I can do it”

How can palliative care be thought?



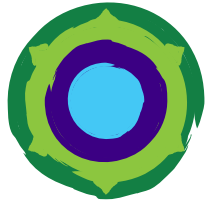


Nursing students view of palliative care education (Hökkä et al 2022. BMC Palliative Care)





PROJECT APPROACH



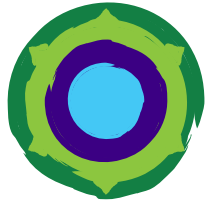
Research behind the stories

The core competencies and their representation in the novice stories

In Intellectual Output 1 of the NursEduPal@Euro project, 12 core competence categories have been defined that nursing students need to acquire during their studies in order to be ready to provide generalist palliative care once they go into practice. You can read all about the path towards these competence categories and their detailed description in the IO1 Report which you can download from the project website.

One of the aims of the project is to provide innovative teaching tools and resources to acquire and/or train these competencies. Therefore, we've indicated in the scheme below how the competence categories map on the novice level stories of the *Book of Cases*.

Competence category	Lukas	Elena	John	Patricia	Suzanna	Amy	David	Maria	Gabriella	Bruno
Competence in the holistic nature of palliative care										
Holistic communication, encounter, and interaction competence in palliative care										
Teamwork competence in palliative care										
Spiritual competence in palliative care										
Competence in symptom management in palliative care										
Competence in pain management in palliative care										
Self-awareness and self-reflection competence in palliative care										
Competence in ethical and legal issues in palliative care										
Competence in organising palliative care										
Competence in holistic support in palliative care										
Competence in empathic palliative care										
Competence in end-of-life care										



Simulation

*Substituting high-quality simulation experiences
for up to half of traditional clinical hours
produces comparable end-of-program
educational outcomes and new graduates that
are ready for clinical practice*

Hayden et al. 2014

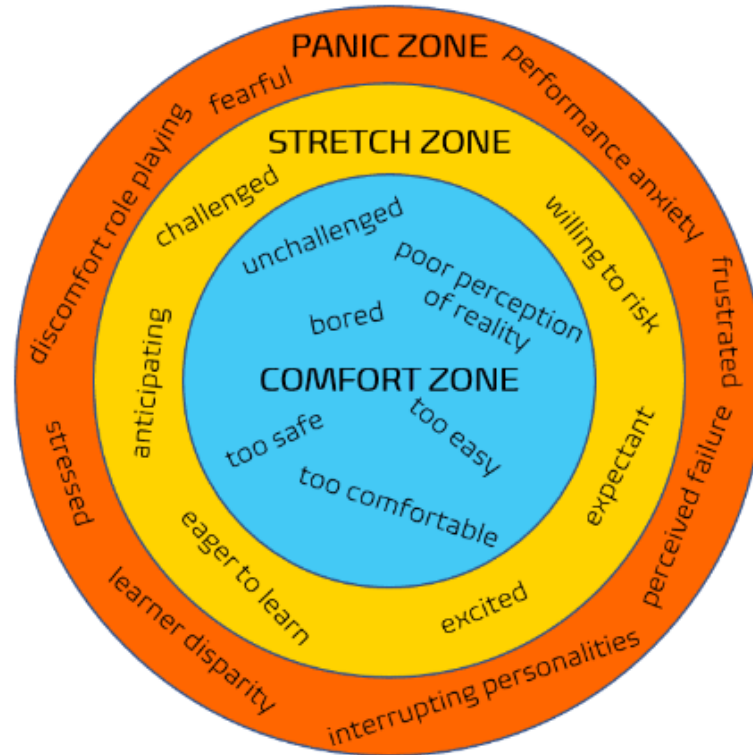


Without reflecting No learning

- Debriefing is a **facilitated reflection encounter** that takes place **right after** the simulation scenario has ended. During the debriefing, **participants reflect** on their thoughts and actions during the scenario, in order to **learn and improve** future performance.



Simulations



Key for effective learning through simulation is to assure a safe environment for all participants of the simulation experience. However, keep in mind that effective learning is mainly achieved in the **stretch zone!** Unchallenging simulations that keep the learners in their **comfort zone** or over complex simulations that bring them into the **panic zone** should be avoided.



Escape games in palliative care education?

- The use of escape games has increased especially in healthcare education and feedback is mainly positive (Taraldsen et al. 2020).
- **Gender violence:** Manzano-León A, Aguilar-Parra J.M, Rodriguez-Ferrer, J.M et al. Online Escape Room during COVID-19: A Qualitative Study of Social Education Degree Students` Experiences. Education Sciences 2021; 11, 426.
- **Patient safety:** Zhang, X.C., Diemer, G., Lee, H., Jaffe, R. & Papanagnou, D. Finding the `QR` to Patient Safety: Applying Gamification to Incorporate Patient Safety Priorities Through a Simulated `Escape Room` Experience. Cureus, 2019 (11)2.
- **Teamwork:** Zhang, X., Lee, H., Rodriguez, C., Rudner, J., Chan, T.M. & Papanagnou, D. Trapped as a Group, Escape as a Team: Applying Gamification to Incorporate Team-building Skills Through an Escape Room` Experience. Cureus, 2018 10(3).
- **Pharmacology:** Hermanns, M., Deal, B., Campbell, A.M., Hillhouse, S., Opella, J.B., Faigle, C. & Campbell, R.H. Using an "Escape Room" toolbox approach to enhance pharmacology education. Journal of Nursing Education and Practice, 2018 (8), 4.
- **Multiprofessional work:** Teaford, H. Escaping the Professional Silo: Implementing An Interprofessional Escape Room. 2017. <https://wcispe.wordpress.com/2017/12/01/escaping-the-professional-silo-implementing-an-interprofessional-escape-room/>
- **Research methods:** EscapeED: Clarke, S., Peel, D.J., Arnab, S. Morini, L., Keegan, H. & Wood, O. International Journal of Serious Games. A Framework for Creating Educational Escape Rooms and Interactive Games to For Higher/Further Education. 2017. (4), 3.
- Serious gaming has shown to be good in **learning problem solving** and **shared decision-making** (Susi et al., 2007). → **NURSING!**

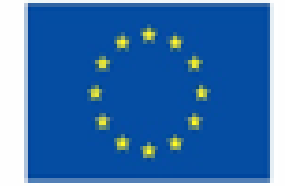


In the end what is important?

- The possibility to reflect
- Safe environment
- All of us has the possibility to help a student, peer or team member to learn



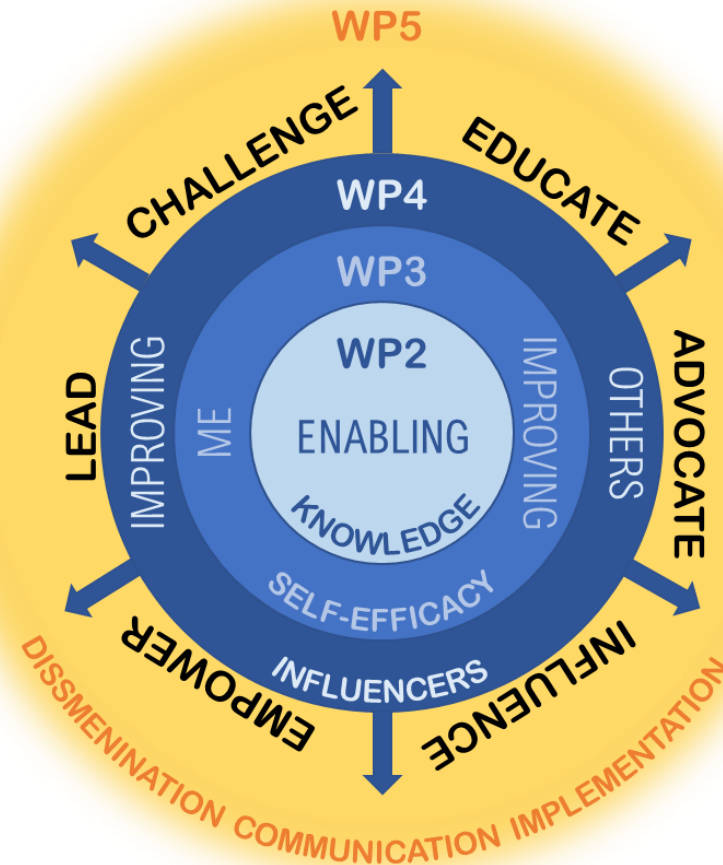
The future



Co-funded by
the European Union

Vision

By empowering
nurses, we are
building better
palliative care





- Thank you all!
- Please follow us: [Project - NursEduPal@IMPACT Project \(palliativeprojects.eu\)](mailto:Project - NursEduPal@IMPACT Project (palliativeprojects.eu))
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