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Using debriefing to support and educate children's nursing students after the death of a child they have cared for in practice

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Learning & Teaching Conference 2018

Wednesday 27th June

Proposal Submission Form

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Title:	Using debriefing to support and educate children's nursing students after the death of a child they have cared for in practice
Type:	Paper presentation
Abstract	<p>There is evidence that health care professionals grieve after the death of a child (Papadatou <i>et al.</i>, 2002; Plante and Cyr, 2011; Hollingsworth <i>et al.</i>, 2017); however, there is limited data about the impact of a child's death on children's nursing students during their brief and varied placements undertaken as part of their course (Carson, 2010). There are many opportunities for universities and placement providers to educate and support these student nurses to prepare them for this experience to develop their resilience and to enable them to become caring, compassionate and courageous practitioners. Debriefing is an intervention that is recommended after a death in practice to enable practitioners to deal with their emotions and to learn from experience to improve practice (Keene <i>et al.</i>, 2010; Huggard, 2013; Widdas <i>et al.</i>, 2013; Goodrich <i>et al.</i>, 2015): it is also suggested that it is an integral part of the nurse education curriculum (National League for Nursing, 2015). This presentation will examine the many meanings of debriefing, its different purposes and outcomes and evidence and debates about its effectiveness (Kinchin, 2007; Sawyer, Loren and Halamek, 2016). The implications for using debriefing to support and educate children's nursing students about death related situations in practice will be presented e.g. formal approaches, informal approaches (Maloney, 2012; Huggard, 2013) and its fundamental role in simulated learning (Decker <i>et al.</i>, 2013).</p>
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