

**Registered Nurses and Nursing Students' Perception of Death and End-of-Life Care:
Literature Review**

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Literature Review

Information from quantitative research is presented as percentages, variables, and numbers. It checks to determine if any issues, dilemmas, or theories don't already have precise, measurable, objective answers that fit into a numerical system. This research uses a double-blind study design, a large random group, and variables to investigate specific and limited questions. The gathered data can be objectively examined with statistics to elucidate, describe, or forecast (Quality and Safety Education for Nurses [QSEN], 2020). Finding previous research relevant to the subject at hand is the primary goal of a literature review. This information not only helps the reader avoid inadvertently repeating the work of others, but it also provides the comprehension and awareness required to situate their subject within a rational framework (QSEN, 2020). These articles are quantitative studies that aim to determine the perceptions of registered nurses and nursing students regarding death and end-of-life care. This literature review aims to improve patient outcomes, quality of healthcare, and healthcare as a whole.

Nursing Students Perceptions of Death and Dying: A Descriptive Quantitative Study

This article covers how nursing students perceive death and dying (Petrongolo et al., 2020). This article describes how nurses regularly assist the dying person and their family by being present during the dying process. In their efforts to help others, nursing staff members may experience emotional and psychological strain due to witnessing death in this way. As the next wave of nurses, nursing students must possess the knowledge and self-awareness necessary to help people through these frequently painful situations. Lack of knowledge, paired with the fact

that many students may not have experienced death or dying, will be a significant obstacle for them when they graduate (Petrongolo et al., 2020). A descriptive quantitative study was designed to explore the various perceptions that sophomore, junior, and senior nursing students have about death and dying. Students' opinions about death and dying were gathered using two surveys: the Frommelt Attitudes Toward Care of the Dying Scale and the Death Attitude Profile-Revised. A single-site study was carried out to investigate undergraduate nursing students' attitudes toward death and dying across clinical course levels. Nurse educators can better prepare their students to support students in managing the care of a dying patient by investigating undergraduate nursing students' perspectives on death and dying. This study compared attitudes across educational levels to identify possible discrepancies, which will help teachers design acceptable curricula (Petrongolo et al., 2020).

Key Points

To investigate the varied perspectives sophomore, junior, and senior nursing students have toward death and dying a descriptive quantitative study was created. Students' opinions about death and dying were gathered using two surveys: the Frommelt Attitudes Toward Care of the Dying Scale and the Death Attitude Profile-Revised. A single-site study was carried out to investigate undergraduate nursing students' attitudes toward death and dying across clinical course levels. Nurse educators can better prepare their students to support students in managing the care of a dying patient by investigating undergraduate nursing students' perspectives on death and dying. This study cross-examined attitudes across educational levels to identify potential discrepancies and help educators create an appropriate curriculum (Petrongolo et al., 2020). A convenience sample of sophomore, junior, and senior nursing students enrolled in a single undergraduate nursing school served as the study's subjects. Gender, age, and educational

attainment in the nursing program were among the demographic items on the survey (Petrongolo et al., 2020). One hundred and two sophomore, junior, and senior-level students who completed the surveys participated in the study. All the participants were older than eighteen. There were 39 senior nursing students, 29 junior nursing students, and 34 sophomore nursing students among the participants. The sample's male-to-female ratio of 5 to 97 is representative of the nursing education population (Petrongolo et al., 2020). The fact that this study represented the researchers' pre-study opinions made it significant. Since the researchers had an opinion on how this study would turn out, there was no p-value. The study's statistics demonstrated that the nursing students accepted death as a natural part of life. Nursing courses must cover death and dying to boost nursing students' trust in the care they deliver. When providing care for a dying patient, students felt more confident the more experience they had (Petrongolo et al., 2020). The study concluded that clinical rotations give nursing students invaluable experience. End-of-life care necessitates skilled nurses with complicated scenario management abilities. An essential component of end-of-life patient care is nurses' attitudes regarding caring for deceased and dying patients (Petrongolo et al., 2020).

Assumptions

This study made assumptions regarding how nursing students felt about death and dying and how education is needed for every nursing student (Petrongolo et al., 2020). This study assumed that a significant barrier for graduates would be their lack of information paired with the possibility that many students have never experienced death or dying (Petrongolo et al., 2020). This study also assumed that education is needed for both nursing instructors and nursing students involving palliative care and the death of patients (Petrongolo et al., 2020). These assumptions were the basis of the researchers' study.

Deficit/Conclusion

Based on this study, the researchers' line of reasoning is acceptable. It is plausible that nursing students learn important lessons about death and dying during clinical rotations based on the data from this study. It is also conceivable that skilled nurses who can handle challenging circumstances are needed to care for patients throughout end-of-life periods. An essential component of end-of-life patient care is the attitude of nurses toward caring for patients who are dead or near death. The article suggests that working with dying patients or their families and providing lectures or labs on death and dying to students before graduation will undoubtedly benefit them in the long run. If nursing rejects the researchers' argument, it may be because the study is limited to one university, making generalization challenging. Another drawback is the limited sample size, which can be attributed to convenience sampling, the usage of a single university, and a lack of motivation for students. To continue assessing nursing students' perspectives on death and dying, more study is required. To confirm the findings of this study, additional research is needed; ideally, it should involve a sizable sample size from several colleges. Further analysis of gender disparities might yield valuable data as well. Studies designed to assess nursing students as they advance through an undergraduate curriculum may show why junior nursing students are less afraid of dying and have more positive views on providing care for the terminally ill than senior students (Petrongolo et al., 2020).

Fear of Death between Nursing Students in the Academic and Professional Programs

In addition to examining how much nursing students fear the subject of death, this article addresses how nurses inevitably experience death in the course of their work (Purimahua et al., 2021). This article describes how fear of dying can lead to fear of dying itself, fear of a patient's

death, or fear of the dying process (Purimahua et al., 2021). A study investigated the degree of dread of death and the distinctions between sophomore students enrolled in nursing and professional programs (Purimahua et al., 2021).

Key Points

This study employed a cross-sectional design in a quantitative comparison analysis (Purimahua et al., 2021). Utilizing univariate analysis, the Collett-Lester Fear of Death Scale was modified to gauge respondents' fear of dying. Bivariate analysis was also applied to determine the significance of the difference in the data results using the independent T-test (Purimahua et al., 2021). Simple random sampling was used to choose 50 students enrolled in the academic program and 50 professional students (Purimahua et al., 2021). Thirty-nine students in the academic program were female, aged 17-25. Most of the students in the professional program also ranged in age from 17–25, with 42 of them being female (Purimahua et al., 2021). Compared to students in the academic program, most students in the professional program reported "moderate" and "moderate-high" degrees of fear. However, just 32% of the students in the other group experienced a moderate to high fear of death, while 25% of those in the academic program did (Purimahua et al., 2021). By the end of the study, it was clear that both groups feared the thought of others dying (Purimahua et al., 2021). There was a higher degree of fear in four subscales among the sophomore students in the academic program: dread of one's death, fear of one's dying process, fear of others' deaths, and fear of others' dying processes (Purimahua et al., 2021). This study was significant since it supported the pre-study hypothesis of the researchers, which was that both parties would have some dread of dying. There was no p-value since the researchers had a predetermined notion about the outcome of this investigation. As the study ended, it became evident that the sophomore students in the academic and professional

programs had somewhat different levels of fear of dying (Purimahua et al., 2021). The two groups' educational backgrounds and psychological and emotional development may have contributed to this discrepancy (Purimahua et al., 2021).

Assumptions

This study made assumptions regarding how nursing students in a professional and academic atmosphere felt about death and dying (Purimahua et al., 2021). This study assumed that both parties would have some fear about the idea of death and the situations that surround death (Purimahua et al., 2021). This study also assumed that the student nurses in the academic atmosphere would fear death more than the nursing students in the professional atmosphere (Purimahua et al., 2021). These assumptions were the basis of the researchers' study.

Deficit/Conclusion

Based on this study, the researchers' line of reasoning is acceptable. It is plausible that nursing students in the academic setting would have a greater fear of death and its surrounding topics. It is also conceivable that both parties would have some apprehension regarding death. An essential component of introducing the topic of death to nursing students is to have lectures and experience in that setting. The article suggests that working with death can ultimately change how a person views it (Purimahua et al., 2021). If nursing disagrees with the researchers' thesis, it can be because the study did not look at the variables that affect nursing students' dread of dying (Purimahua et al., 2021). More research is required to evaluate the fear of dying comprehensively. Further research is necessary to corroborate the results of this study; ideally, it should involve academic institutions giving more significant consideration to nursing students' psychological and emotional preparedness, particularly the demanding duty of coping, caring for, and helping patients have a peaceful death at the end of their lives. Studies should also examine

how students view death and dying and the variables affecting their attitudes and behaviors (Purimahua et al., 2021).

Registered Nurses and Undergraduate Nursing Students' Attitudes to Performing End-of-Life Care

The perspectives of undergraduate nursing students and registered nurses on providing end-of-life care are covered in this study (Fristedt et al., 2021). This article explains how registered nurses can immediately offer patients and their families end-of-life care and counseling in various contexts (Fristedt et al., 2021). This study describes in detail how attitudes, lack of education, and inexperience are all connected to feelings of uncertainty and inadequacy frequently brought on by end-of-life care (Fristedt et al., 2021). This study explores the relationship between registered nurses' daily experiences caring for dying patients and end-of-life care (Fristedt et al., 2021). To lessen the patients' physical, psychological, emotional, and existential suffering, registered nurses play a crucial role in end-of-life care; nevertheless, they must be ready to assume this responsibility (Fristedt et al., 2021). However, because registered nurses and undergraduate nursing students are exposed to patients' trajectories of sickness and death, end-of-life care is complicated and emotionally taxing (Fristedt et al., 2021).

Key Points

This study included registered nurses enrolled in several clinical nurse specialist education programs using a quantitative, comparative, and descriptive study methodology (Fristedt et al., 2021). Students admitted to 14 different specialist programs at four other universities, including emergency care, ambulance, anesthesiology, intensive care, operation/theater, children and youth, psychiatric care, surgery care, oncology, medical care,

cardiac care, district nurse, care of the elderly, and palliative care, were eligible to participate in this study, which employed a convenience sampling method (Fristedt et al., 2021). Six Swedish universities contributed candidates for this study (Fristedt et al., 2021). 124 final-year undergraduate nursing students and 287 registered nurses consented to participate in the survey (Fristedt et al., 2021). These undergraduate nursing students received varied degrees of theoretical content delivery throughout their three-year education program and clinical rotations in hospitals, nursing homes, and home care settings (Fristedt et al., 2021). The survey comprised a brief demographic questionnaire covering sociodemographic, work-related, and personal experience variables, along with the validated and reliable Swedish version of the Frommelt Attitude Toward Care of Dying Scale, or FATCOD. No additional information that could identify the participant was included in the survey (Fristedt et al., 2021). This tool has a total score range of 30 to 150; a higher FATCOD score denotes a more favorable attitude toward end-of-life care (Fristedt et al., 2021). The findings of this study concluded that age and previous education in palliative care, as well as the type of clinical experience, are important influences on attitudes toward end-of-life care (Fristedt et al., 2021). Despite having more clinical experience, this study showed that registered nurses' attitudes were not different from those of undergraduate nursing students but also that there were differences among registered nurses with various kinds of clinical experience (Fristedt et al., 2021). The attitudes of undergraduate nursing students toward end-of-life care in their future professional role as registered nurses will be positively impacted by improving their education by including pertinent theoretical and clinical contents in the curriculum and encouraging them to critically reflect on both their clinical training and their own life experiences (Fristedt et al., 2021). The findings also suggest that to improve attitudes toward end-of-life care and encourage registered nurses to talk about death, there should be a

stronger focus on additional continuing education for nurses practicing in all clinical specialties (Fristedt et al., 2021). This significant study allowed the researchers to discover that despite having more clinical experience, registered nurses' attitudes toward end-of-life care were no different from those of undergraduate nursing students (Fristedt et al., 2021). There was no p-value since the researchers had a predetermined notion about the outcome of this investigation.

Assumptions

This study makes assumptions about the perceptions of undergraduate nursing students and registered nurses on providing end-of-life care (Fristedt et al., 2021). This study assumed that delivering and understanding end-of-life care would be more challenging for undergraduate nursing students (Fristedt et al., 2021). When the study ended, it became clear that while registered nurses had more clinical experience, their attitudes were still the same as those of undergraduate nursing students. However, there were differences between registered nurses with different types of clinical experience (Fristedt et al., 2021). The researchers' investigation was predicated on these presumptions.

Deficit/Conclusion

This study makes assumptions about the perceptions of undergraduate nursing students and registered nurses on providing end-of-life care (Fristedt et al., 2021). The researchers' logic makes sense considering this study. It is conceivable that providing end-of-life care may cause some anxiety in both registered nurses and nursing students. Additionally, there would be considerable concern for dying on the part of both parties. Giving nursing students lectures and practical experience in a death-related environment is a crucial part of teaching the subject to them. Suppose the nursing community rejects the researchers' hypothesis. In that case, it might be due to a size difference between the groups, which could have limited the findings'

generalizability and affected the study's conclusions (Fristedt et al., 2021). This study makes assumptions about the perceptions of undergraduate nursing students and registered nurses on providing end-of-life care (Fristedt et al., 2021). The sample size was too small to power meaningful comparisons between clinical areas and attitudes toward end-of-life care. Hence, the findings call for more qualitative and quantitative studies with larger samples within and across clinical specialists to continue exploring attitudes toward end-of-life care (Fristedt et al., 2021).

Conclusion

The topics of the articles that were discussed are highly similar. The perspectives of registered nurses and nursing students toward death and end-of-life care are discussed in these articles. The first publication (Petrongolo et al., 2020) addressed nursing students' attitudes toward death and dying. The study found that nursing students gain priceless experience via clinical rotations. Advanced practice nurses with complex scenario management skills are essential for end-of-life care. Nurses' attitudes toward caring for deceased and dying patients are crucial to end-of-life patient care (Petrongolo et al., 2020). Nursing students in academic and professional programs' dread of dying is covered in the second study (Purimahua et al., 2021). According to the study's findings, the sophomore students in the professional and academic programs exhibited relatively different levels of death dread (Purimahua et al., 2021). This disparity might have resulted from the two groups' educational experiences and psychological and emotional growth (Purimahua et al., 2021). The views of registered nurses and undergraduate nursing students about providing end-of-life care are covered in the final piece (Fristedt et al., 2021). According to the study's findings, views on end-of-life care are significantly influenced by factors such as age, kind of clinical experience, and prior education in palliative care (Fristedt et al., 2021). This study showed that although registered nurses had more

clinical experience, their opinions were like those of undergraduate nursing students and that variations existed among registered nurses with different types of clinical experience (Fristedt et al., 2021). The results also imply that a greater emphasis should be placed on continuing education for nurses in all clinical specialties to enhance attitudes about end-of-life care and encourage registered nurses to discuss death (Fristedt et al., 2021). All three of these articles share the views of registered nurses or nursing students regarding death. This information can improve patient outcomes by giving them more confidence in the healthcare professionals taking care of them. This information will inform the patient about the nurses or nursing students caring for them. This information will also improve nursing practice by allowing more education about death and end-of-life care. Nursing practice could improve significantly with more education regarding the end-of-life stage. Education about this topic could also enhance evidence-based practice and quality improvement efforts because it will allow the discovery of the issues that need to be addressed more in-depth. Healthcare could benefit from this information because it would enable better care of patients in the end-of-life stage. The more information and experience the nurse or nursing student has, the better care the patient will receive.

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