

Concurrent Session 1

Thursday, April 24, 10:30 – 11:30 a.m.

Bridging Research and Practice

Maryland Ballroom D

Being with Dying: Dignity and Human Care in End of Life

Category: Death Education
Indicator: Family and Individual
Presentation Level: Introductory

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This study aimed to understand nurses' experience about the development of the helping-trusting relationship with children's families under palliative care, in the light of Watson's Theory. With a qualitative approach, the thematic analysis was used as method. Data collection occurred in three stages: theoretical intervention; practice in helping-trusting relationship and semi-structured interviews. The results pointed to nurse's intrinsic and environmental factors that influence the development of a dignified caring relationship. This theory contributes to improve the families' welfare, when nurses recognize the beneficial potential that compassion and commitment have in caring occasion during a child's dying process.

Objectives:

1. Describe the application of theory-based intervention into an active practice setting during the dying process.
2. Discuss the application of Jean Watson's theory into practice to assist families and caregivers in end-of-life care.
3. Describe the demonstration of a care given according to Watson's theory to promote a helping-trusting relationship between nurses and families in children's dying process.

References:

1. Clarke, P. N., Watson, J., & Brewer, B. B. (2009). From theory to practice: caring science according to Watson and Brewer. *Nurs Sci Q*, 22(4), 339-45.
2. Halifax, J. (2011). The precious necessity of compassion. *Journal of Pain and Symptom Management*, 41(1), 146-153.
3. Rushton, C. H., Sellers, D. E., Heller, K. S., Spring, B., Dossey, B. M., & Halifax, J. (2009). Impact of a contemplative end-of-life training program: Being with dying. *Palliat Support Care*, 7(4), 405-14.
4. Moules, N. J., Macleod, M. L., Thirsk, L. M., & Hanlon, N. (2010). "And Then You'll See Her in the Grocery Store": The working relationships of public health nurses and high-priority families in northern Canadian communities. *J Pediatr Nurs*, 25(5), 327-34.

Practice Report

Maryland Ballroom B

The Changing Face of Grief Support in Schools

Category: Loss, Grief, and Mourning
Indicator: Institutional/Societal
Presentation Level: Introductory

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Highmark Caring Place, a grieving center for children, adolescents and their families, has served over 75,000 family and community members in Pennsylvania since 1996 across its four sites. This session will illustrate our vision of the expansion of the Caring Team concept as well as our global initiatives of Children's Grief Awareness Day and Holding onto HOPE. By sharing our insight of the needs of grieving children with school professionals, raising awareness for this underserved population of students and providing clinical support, the Caring Team concept will continue promoting healthy grieving in our schools.

Objectives:

1. Recognize the historical antecedents of Highmark Caring Foundation's support of uninsured children and our expanding focus of the often overlooked population of grieving children in our schools.
2. Describe the conceptual framework of our expanding Caring Team model.
3. Collect resources to provide opportunities for engagement in Children's Grief Awareness Day initiatives and understand the benefits of offering peer-support groups to students in an educational setting.

References:

1. *The grief journey of a child*. (2012). New York Life Foundation. Retrieved from <http://www.newyorklife.com/nyl-internet/file-types/nylf-kids-brochure.pdf>.
2. Schonfeld, D. J., & Quackenbush, M. (2010). *The grieving student: A teacher's guide*. Baltimore, MD: Paul H. Brookes Pub. Co.
3. Kahn, G. S. (2013). Bereavement in the classroom: How teachers respond to grief at school. *Education Doctoral Theses*. Paper 93. <http://hdl.handle.net/2047/d20003026>