

# Death Notification Training for Paramedic Students

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## Problem Identification

- EMS personnel frequently perform death notification, which is challenging & associated with burnout
- The Los Angeles County Paramedic Training Institute (PTI) provides very limited death notification training, consistent with national research
- Training is needed for paramedic students to competently & confidently perform death notification

## Needs Assessment

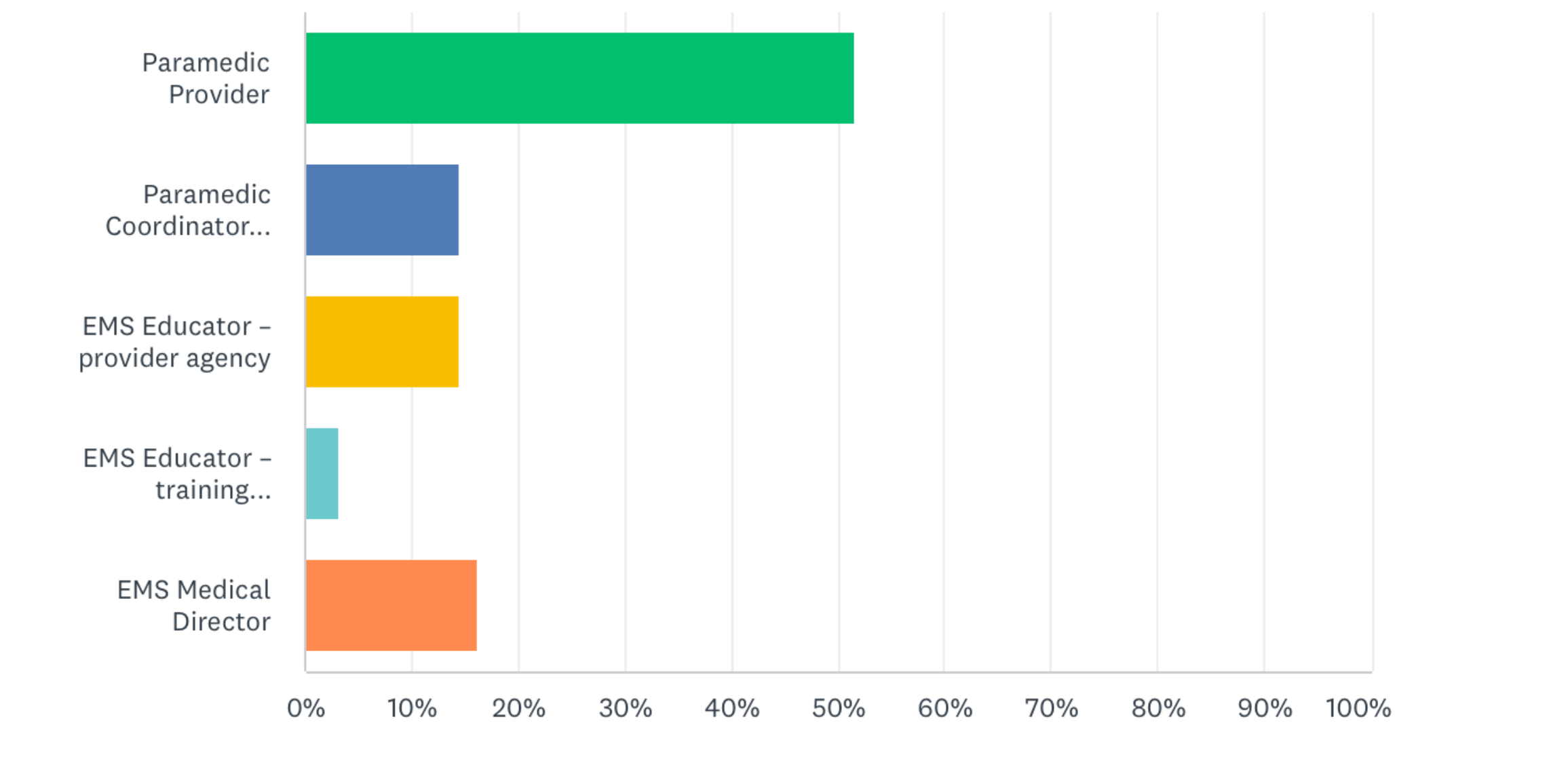
- An anonymous survey was sent via distribution lists to EMS providers, coordinators, educators, and medical directors in our county to determine death notification perceptions and opportunities for improvement
- Of sixty-two (62) responses received (undetermined overall response rate): 65% never received death notification training at any time in their career; 80% belonged to agencies or institutions with no ongoing (or minimal) training, and only 50% were very–or extremely–confident in death notification

## Goals and Objectives

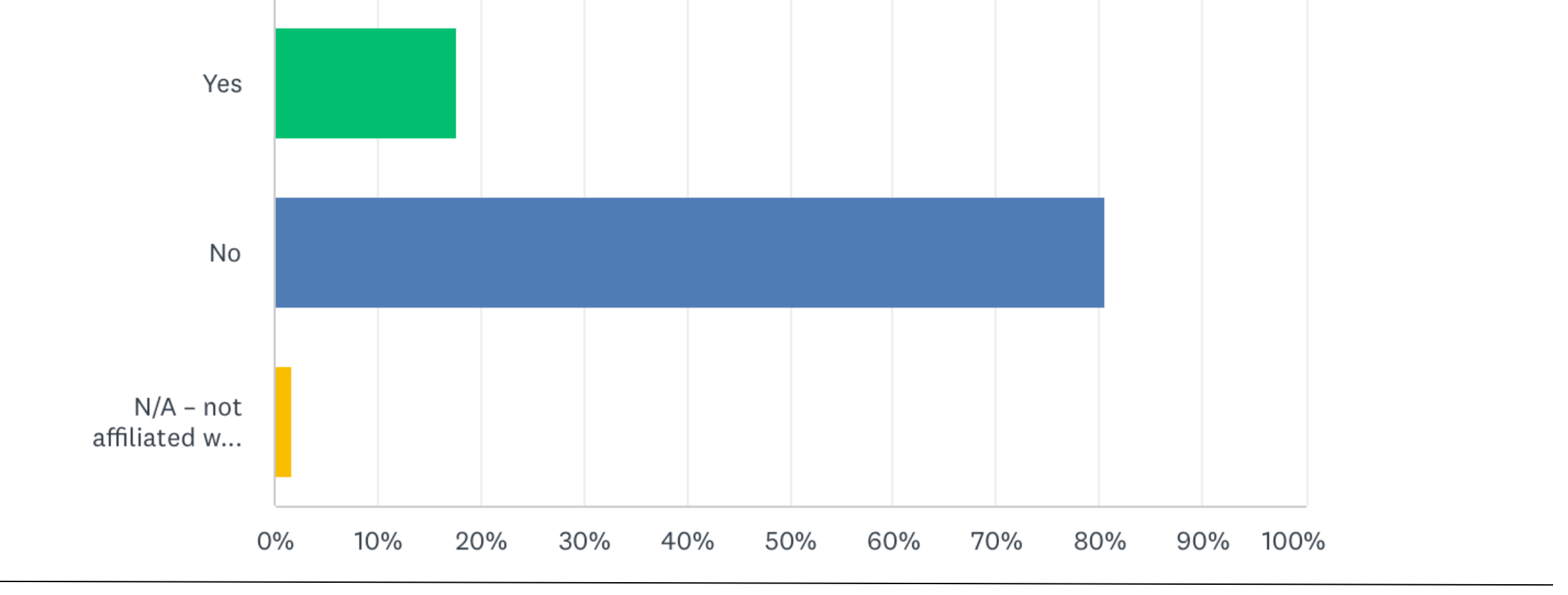
- Upon completion of this course, the paramedic student should be able to:
- Describe the components of an organized approach to death notification
  - Demonstrate a respectful and effective death notification to survivors
  - Advocate for an empathic death notification, and utilize support resources to assist survivors

## Charts

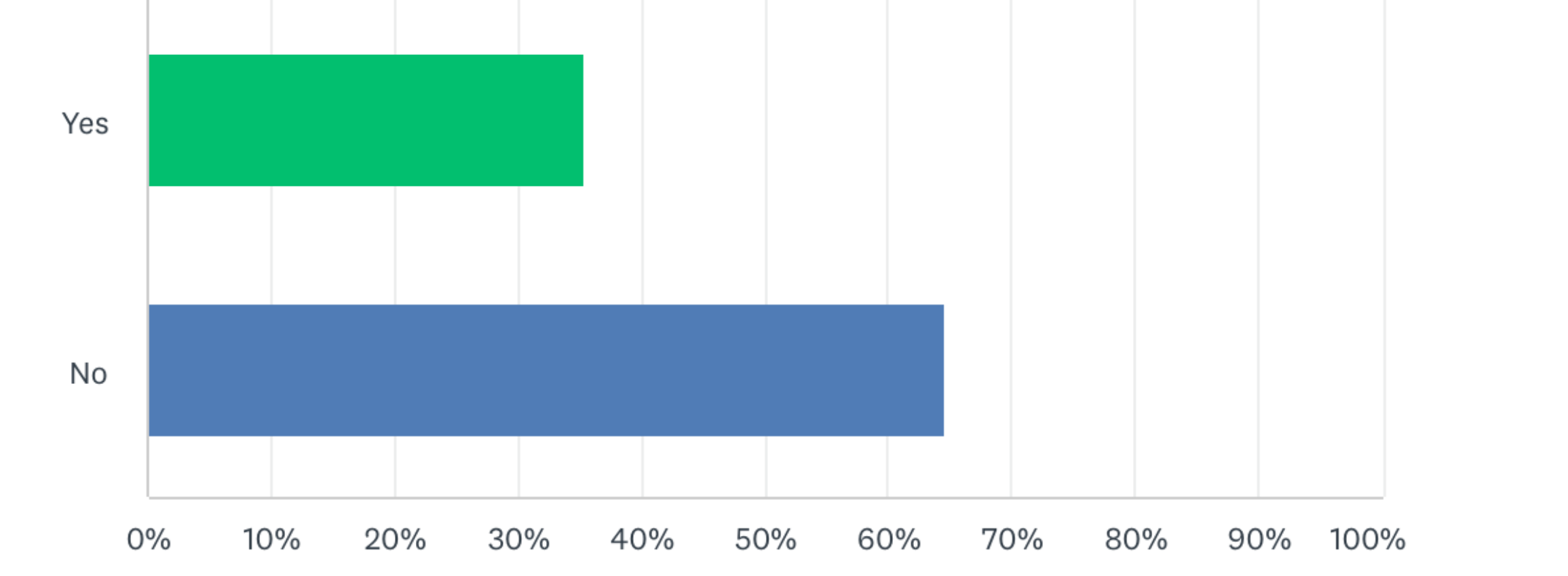
Select the title that best matches your role in EMS?



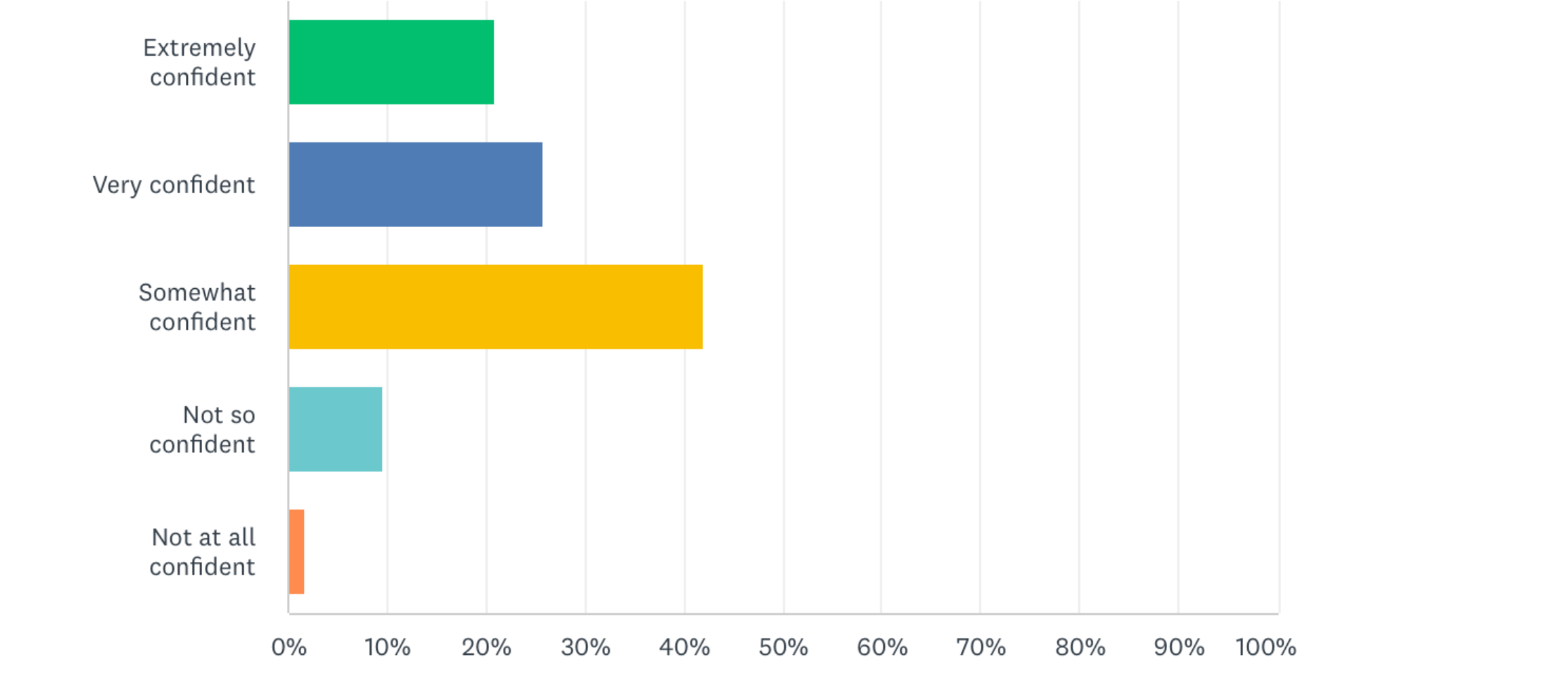
Does your institution or agency provide death notification training?



Have you received death notification training at any time in your career?



How would you rate your comfort in providing death notification in the field?



## Data Tracking Upon Course Implementation (PROJECTED JAN 2023)

MEASURE	% of trainees
Pre-assessment scores demonstrating mostly or completely confident in death notification	
Students passing standardized assessment on 1 <sup>st</sup> attempt	
<b>After Assessment Period</b>	
Students performing death notification when indicated	
Students adhering to structured approach	

Note: Survey data from didactic evaluations and self-efficacy surveys will also be collected and tracked over time.

## Educational Strategies

- Didactic: to learn basic concepts
  - Asynchronous – to teach a structured approach
  - Lecture – core concept review
- Case-based Discussions:
  - EMS run tapes to facilitate group discussions
- Role-play Assessment:
  - For standardized evaluation by trained faculty
- Simulation:
  - Spaced repetition practice within commonly-encountered EMS cases (e.g., termination of resuscitation)

## Implementation

- Train-the-trainer program: for PTI staff to familiarize themselves with the structured teaching approach and perform a standardized student evaluation
- Online module: basic concepts & paramedic interviews
- Didactic training: use of the structured approach (the *GRIEV\_ING* mnemonic)
- Cases for discussion: adapted from nationally-available training material
- EMS death notification integration into current longitudinal simulation program (e.g., adult and pediatric cardiac arrest, trauma)

## Evaluation

- Self-efficacy surveys and didactic evaluations will assess reaction and learning levels of the Kirkpatrick model before and after the didactic and role-play sessions
- Behavior level will be assessed using a standardized proctored assessment
- Results level assessment will be tracked by performance frequency and consistency of competent death notifications performed during specific simulations