

**Title:** Educational Intervention Focusing on Self-Awareness and Bias Identification in an Interdisciplinary Pediatric Palliative Care Team

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**Statement of the Problem:** Self-awareness and bias identification are integral to the palliative care (PC) clinician's ability to hold safe space for a patient or family member. Unidentified biases can discourage a patient or family member from sharing important information that deepens rapport and guides goals of care and decision-making.

**Background:** Self-awareness is integral to support PC clinicians' resilience. Bias awareness directly impacts quality of care. Given the importance of self-awareness and bias identification, PC training programs and care teams should seek effective ways to teach and strengthen these skills in clinicians.

**Purpose:** To educate PC clinicians regarding the need to develop self-awareness and identify biases when caring for seriously ill patients and their families and to provide practice for clinicians' ongoing self-assessment.

**Methods:** Three 90-minute *Building Self-Awareness and Identifying Biases* experiential sessions and one 60-minute lookback session were provided. Experiential sessions centered around completing Values and Beliefs worksheets on the topics of Pain & Suffering, Death & Dying, and Family Communication & Decision-making. Identical 10-item pre/post surveys were obtained. Data were analyzed to determine how sessions affected PC clinician's perception of the importance of self-awareness and bias identification and willingness to engage in intentional ongoing development.

**Results:** Eleven PC clinicians completed the pre/post surveys. The post surveys demonstrated increased agreement with how self-awareness and bias identification skills positively impact PC practice and in plans to intentionally cultivate self-awareness and bias identification skills. All participants reported that the sessions increased their ability to remain self-aware and identify biases throughout patient encounters.

**Implications for Practice:** Education increases PC clinicians' perception of the importance of self-awareness and bias identification in PC practice, and experiential practice provides increased willingness to continue to develop skills in these domains. Findings are limited by sample size.