

# **Interprofessional Education Enhances Nursing and Pharmacy Students' Confidence in End-of- Life Care Through Simulation**

Mariette Sourial, Pharm D and Phyllis King, PhD, MSN, RN

# Background

- ▶ Interprofessional education in end-of-life care is a relatively new development from the Robert Wood Johnson and City of Hope's End-of-Life Nursing Education Consortium (ELNEC) Core Curriculum.
- ▶ Research from the student's perspective is in the early stages and relies on outcome surveys and anecdotal feedback.
- ▶ IPE using simulation methodology has been shown to be effective in increasing student confidence levels in other areas of patient care.

# Aim

Using a quantitative one group pre- and posttest intervention design, the aim of this study was to show the effect of IPE using simulation on perceived confidence levels for end-of-life care in nursing and pharmacy students.

# Method

Students were asked to complete the End of life Professional Caregiver Survey (EPCS) before and after the educational sessions (Lazenby, Schulman-Green, & McCorkle, 2012).

# Method

Educational session included:

- ▶ Online preparation using multi-media curriculum materials developed for end-of-life education
- ▶ Clinical lab simulation of patient assessment for nursing students
- ▶ Preparation on medications common in end-of-life care for the nursing and pharmacy students
- ▶ Faculty briefing before and debriefing after a simulated interdisciplinary team meeting

## Method (cont.)

The role play simulation case study was developed for the ELNEC core (2015) and is used in both undergraduate and graduate level professional programs.

# Sampling

- ▶ The sample included 86 university students in their third year nursing or pharmacy programs.
- ▶ Students had participated in two IPE class sessions designed to build collaborative practice skills before the study class.

# Data Analysis

- ▶ Results of the survey were coded and entered into SPSS for analysis using the paired measures t-test for comparison of means within groups.

# Results

- ▶ The t test revealed that the students' comfort levels following the class were significantly different from their levels before the class  $M=(20.40)$ ,  $t=(9.962)$ ,  $df (85)$ ,  $p=.000$  with a significant increase in both classes.

# Results (cont.)

## Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PostScore - PretestScore	20.39535	18.98562	2.04727	16.32482	24.46587	9.962	85	.000

# Discussion

- ▶ The confidence of students preparing to care for patients at the end of life may improve with the use of case studies and simulation offerings.
- ▶ Students report that role playing in simulated case scenarios increases their comfort and confidence levels in caring for and communicating with families and patients at the end-of-life.
- ▶ IPE course offerings are shown to give students the opportunity to build communication skills in an interdisciplinary care approach such as palliative and end-of-life care.

# Conclusions

- ▶ Palliative and EOL care require an interdisciplinary collaborative approach to meet the multi-dimensional needs of dying patients, their families, and caregivers (Archer, Latiff, & Faull, 2017; WHO, 2016).
- ▶ Undergraduate and graduate education is needed for healthcare providers in all disciplines to effectively provide palliative and end-of-life care.
- ▶ This study suggests that students benefit from IPE and simulated role play to meet these education needs.

# Limitations

- ▶ Although the study is limited by a small sample size (n=86) and a one-group design, results may contribute to the practice of undergraduate nursing and pharmacy education/curriculum development using current tools and approaches.
- ▶ Ongoing research is needed with larger samples and an experimental design to reliably inform practice.

# Recommendations

- ▶ The World Health Organization estimates that 40 to 60% of all dying patients need palliative care (WHO, 2016).
- ▶ In 2014, a global resolution on palliative care encouraged countries to improve access to palliative care in primary care and home-based services.
- ▶ In the home setting especially, nurses and pharmacists play important roles in safe and effective care.
- ▶ Interdisciplinary collaboration for palliative and end-of-life care promotes optimum outcomes.
- ▶ Provider education for palliative care can utilize an IPE approach with simulated role playing to promote competency in all dimensions of palliative care for patients with life-threatening diseases, especially chronic illness.

# References

Archer, W., Latiff, S., & Faull, C. (2017). Communicating with patients nearing the end of their life, their families and carers. *The Pharmaceutical Journal*. Retrieved from <https://www.pharmaceutical-journal.com/learning/learning-article/communicating-with-palliative-care-patients-nearing-the-end-of-life-their-families-and-carers/20202154.article>

Brown, C.W., Howard, M., & Morse, J. (2016). The use of trauma interprofessional simulated education (TPSE) to enhance role awareness in the emergency department setting. *Journal of Interprofessional Care, 30*(3). 388-390. DOI: 10.3109/13561820.2015.1121216.

City of Hope., & American Association of Colleges of Nursing. (2015). ELNEC: End-of-life nursing education consortium core curriculum.

Jeffers, S. (2014). Nurse faculty perceptions of end-of-life education in the clinical setting: A phenomenological study. *Nurse Education in Practice, 14*. 455-460. Retrieve from [www.elsevier.com/nepr](http://www.elsevier.com/nepr)

Lazenby, M., Ercolana, E., Schulman-Green, D, & McCorkle, R. (2012). Validity of the end-of-life professional caregiver survey to assess for multidisciplinary educational needs. *Journal of Palliative Medicine, 15*(4). 427-431.

Phillips, C.B., Hall, S., & Irving, M. (2016). Impact of interprofessional education about psychological and medical comorbidities on practitioners' knowledge and collaborative practice: Mixed method evaluation of a national program. *BMC Health Services Research, 16*(465). DOI: 10.1186/s12913-016-1720-z.

Pullon, S., Wilson, C., Gallagher, P., Skinner, M., McKinley, Gray, L., & McHugh. P. (2016). Transition to practice: Can rural interprofessional education make a difference? A cohort study. *BMC Medical Education, 16*(154). DOI 10.1186/s12909-016-0674-5.

World Health Organization. (2016). Planning and Implementing Palliative Care Services: A Guide for Program Managers. Retrieved from <http://apps.who.int/iris/bitstream/handle/10665/250584/9789241565417-eng.pdf?sequence=1>