

Exploring Palliative Care Team Communication: An Interprofessional Simulation Study

Megan Pfitzinger Lippe PhD, RN

Alexandra Stanley BSN Allison Ricamato BSN Student

Capstone College of Nursing - University of Alabama



Background

Providing end of life (EOL) care is a vital skill for every member of a healthcare team and required careful team communication

Many new graduates feel underprepared to provide EOL care and communicate in teams

Education on EOL care needed so all patients receive acceptable care

Purpose

Determine how an interprofessional simulation fosters communication between healthcare student teams

Methods

Simulations conducted over three semesters (Fall 2017- Fall 2018)

Each simulation video recorded

Two trained research assistants viewed the videos independently

Team communication assessed via Gap
Kalamazoo Communication Skills
Assessment Form

Evaluated 9 domains of team communication (poor to excellent)

Evaluations discussed and discrepancies resolved

Simulation Design

Participants: 7-8 Nursing students, 1-2 Social Work students, & 1-2 Medical residents or students

Family members portrayed by actors; Patient portrayed by manikin

All students participated in a pre-briefing and a debriefing

Small groups acted in phases while others watched via live stream

Team members assigned tasks within professional scopes of practice

Simulation duration: 1-1.5 hours (varied by semester)



Phase One

- •Communication with Family
- TreatmentDecision
- •Interprofessional Communication

Phase Two

- PatientAssessment
- •Interprofessional Communication

Phase Three

- •Communication with Family
- •End of Life Care

Results

Communication scores reflected fair to good communication (M=28.81, SD=5.55)

Top domains: Shares Information,
Communicating Accurate Information
& Builds a Relationship

Lowest domains: Demonstrates
Empathy, Provides Closure, Builds a
Relationship

Teams varied in demonstrating empathy (due to actor performances or simulation length)

Prior experience with simulation influenced engagement

Conclusions

The simulation provided a means of teaching students about communication at EOL

Positively impacted communication

Highlights a need for healthcare education to focus on teaching appropriate empathy and provide closure in EOL situations



