

Innovative Interprofessional End of Life Education for Transplant Clinicians

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Abstract

Overcoming communication barriers with patients and families facing end of life improves the end of life experience (Beckstrand, Rawle, Callister, & Mandleco, 2010). A needs assessment demonstrated that inpatient pediatric surgical nurses felt uncomfortable communicating with patients and families around end of life topics. Based on the feedback in the needs assessment, the nursing professional development specialists, with the help of a graduate student, developed a four hour interprofessional education program that included role playing opportunities, practice with open ended questions and a Zone 3 Simulation and debriefing (SIMPeds, 2016).

The interprofessional group included a rabbi, Imam, social worker, child life specialist, nurses, and clinical assistants. During the simulation experiences the attendees participated in a time lapse scenario that utilized actors to bring realism to the scenario and provided the learners with the opportunity to practice the communication strategies reviewed in the didactic portion of the course. The simulation experienced engaged all participants and encouraged them to demonstrate the communication strategies based on their individual areas of expertise. At the completion of the simulation experience, the learners are provided with an opportunity to practice post-mortem care and are invited to tour the morgue. Nurses were given a pre and post knowledge check, to measure impact of education.

Objectives

Upon completion of this activity, the learner will be able to discuss the benefits of an interprofessional end of life simulation curriculum.

Upon completion of the this activity, the learner will be able to identify one benefit of an interprofessional simulation related to end of life conversations.

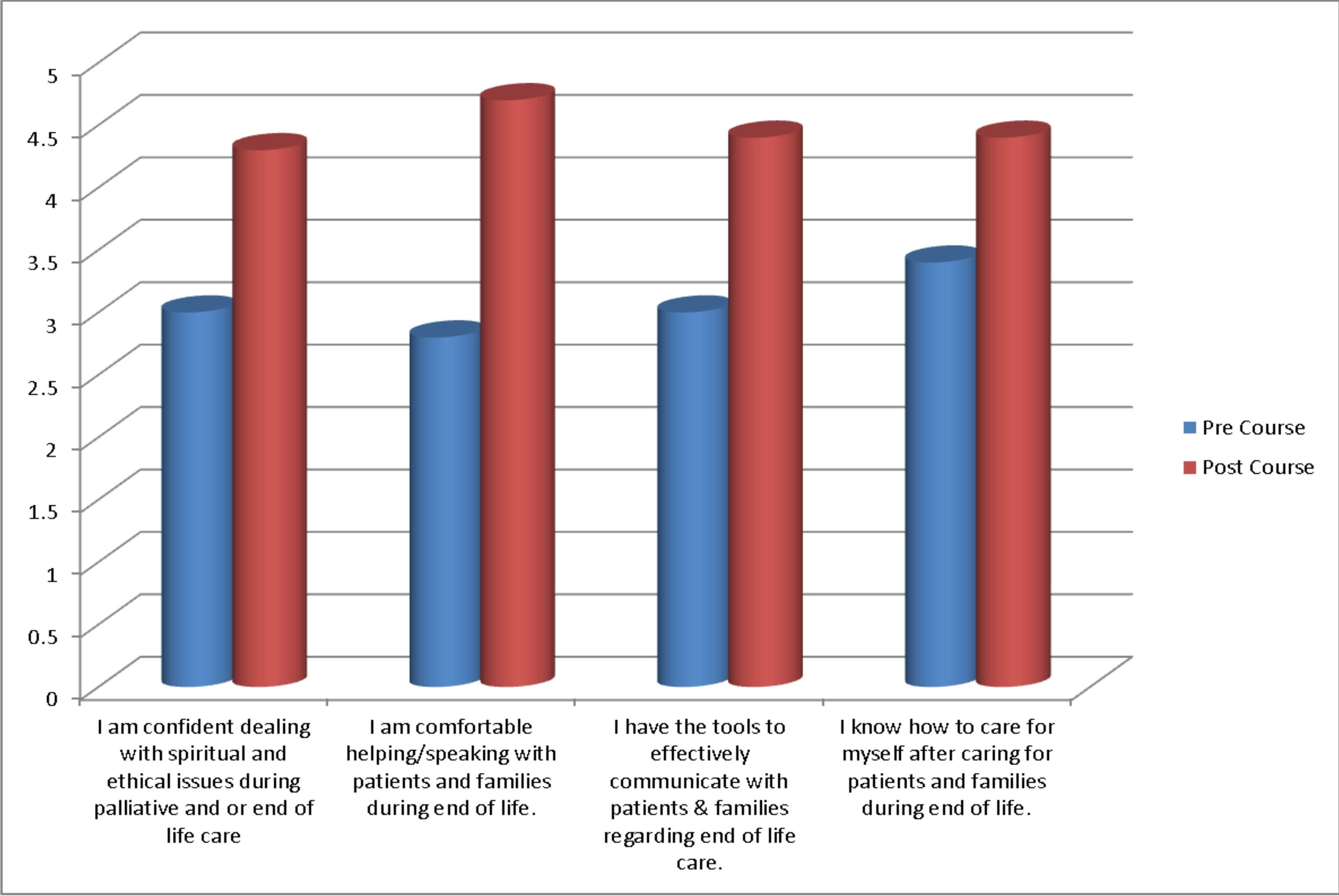
Methods

A needs assessment was disseminated via survey monkey to 51 staff nurses on a pediatric solid organ transplant unit in the spring of 2016. Of the 51 nurses, 17 replied to the survey for a response rate of 30%. The nurses stated that although they feel comfortable in caring for patients and families at all stages of their disease processes, they felt uncomfortable communicating with patients and families around end of life topics. The survey also confirmed the need for palliative and end of life care education. Additionally,. Nurses felt that education related to this topic would be considered to be valuable or very valuable.

Based on the feedback in a needs assessment, the transplant educator, with the help of a graduate student, developed a four hour interprofessional education program that included role playing opportunities, practice with open ended questions and a Zone 3 Simulation and debriefing (SIMPeds, 2016). This interprofessional simulation curriculum aimed to help transplant clinicians develop a toolkit of communication skills around developmentally, culturally and socially appropriate concerns at end of life.

The interprofessionals who attended the education sessions included a rabbi, psychologist, social worker, child life specialist, nurses, and clinical assistants. During the simulation experience, the attendees participated in a time lapse scenario that utilized actors to bring realism to the scenario and provided the learners with the opportunity to practice communication strategies reviewed in the didactic portion of the course. The simulation engaged all participants and encouraged them to demonstrate communication strategies based on their individual areas of expertise. At the completion of the simulation experience, the learners were provided with an opportunity to practice post-mortem care and were invited to tour the morgue.

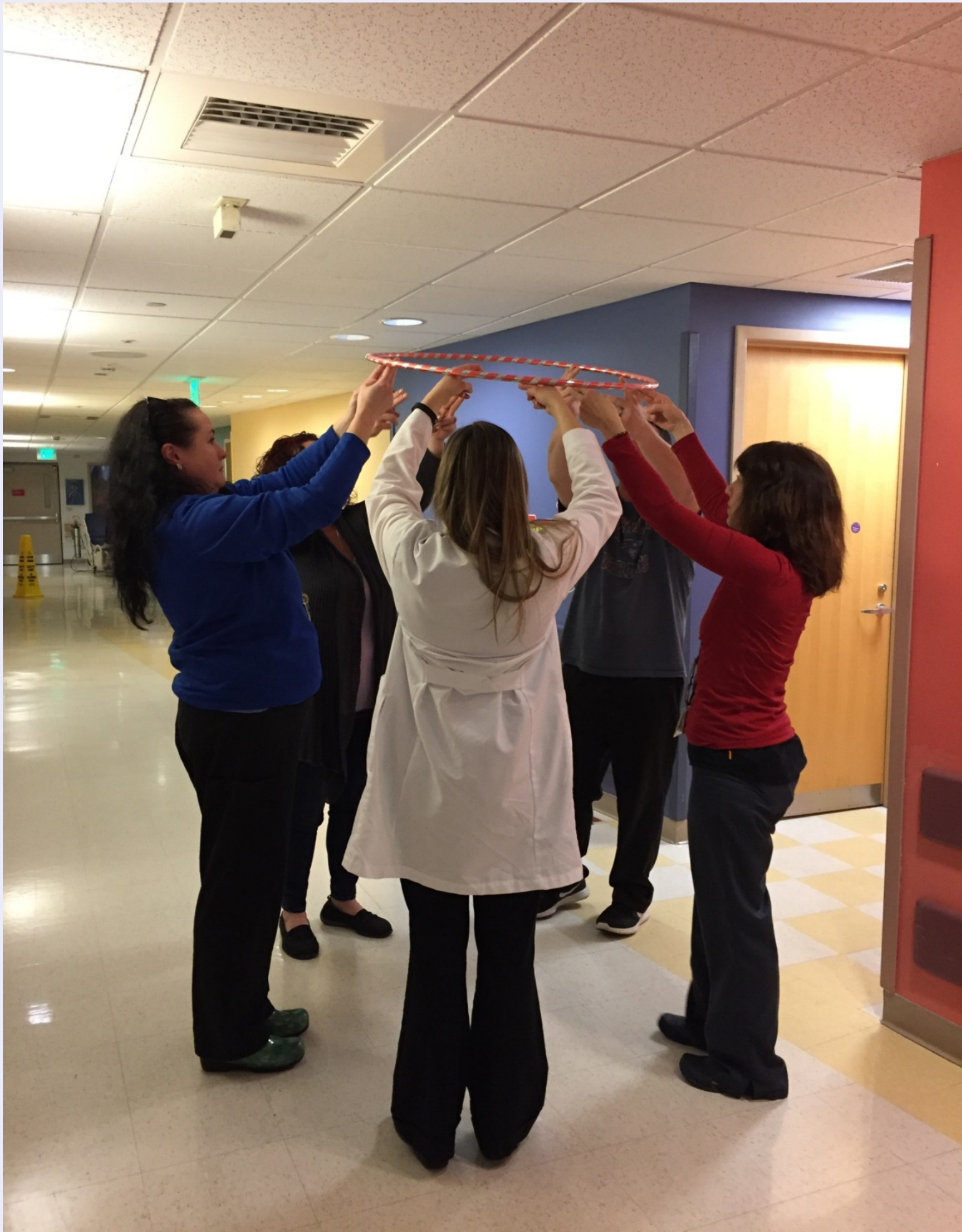
Results



Additional feedback from participants:

- “I wish I had this education years ago.”
- “The reality of the simulation, and ability to rehearse possible interventions and communications, both verbal and non-verbal, was of great value.”
- “It felt so real, I wanted to cry.”

Conclusions



Outcomes included:

- An enhanced knowledge of communication skills around developmentally, culturally and socially appropriate concerns at end of life.
- Participants reported that they feel more comfortable speaking with patients and families during end of life issues after attending the education session.
- Next steps will be to incorporate curriculum into transplant orientation for nurses, adapt scenarios to address different cultural practices around end of life and publish findings in peer reviewed journal,

References

Scan QR code for references:

