Investigating the Value of Interprofessional Education through an End of Life Experience

Authors: Shelene M. Thomas, PT, EdD, GCS; Rebecca Moote PharmD, MSc, BCP; Bianca Calderon, PharmD, BCP; Carolyn Ackerman, EdD, MS, RN, CHPN
Rueckert-Hartman College for Health Professions, Regis University, Denver, CO
The University of Texas at Austin, TX

Background

• According to the Institute of Medicine, a lack of interprofessional (IP) collaboration has been noted regarding end-of-life care, yet palliative care is recognized to require an interdisciplinary, team-based approach.1
• Although there are efforts to increase end-of-life education, most healthcare professionals are not prepared to care for the dying in a collaborative, IP fashion.

Purpose

This mixed method, cohort study explores the socialization and value of IP education from the student perspective from an IP simulation focusing on end of life.

Methods

• Nursing, pharmacy, physical therapy, and counseling students participated in a two-hour IP end of life simulation event.

  Willing participants were assigned to IP groups and self-assessed their Interprofessional Socialization and Value (ISVS-9A)2 prior to the simulation.

  The event progressed with a didactic lecture on communication at the end of life, then participation in a role play activity where students actively participated as an interprofessional team creating a care plan for a patient with advanced cancer. After the event, students then self-assessed using the ISVS-9B as well as a post-reflection.

  A paired t-test further analyzed comparisons to the groups, pre- and post-assessments.

  Qualitative questions revolved around the Ignatian Pedagogy3 on the context, experience, action and evaluation of the event and open coding occurred by an experienced researcher.

Results

• Data was robust with 244/321 participants quantitatively and 82 qualitative post reflection completed (76%).
• Paired t-test revealed a statistical significance in 8 of 9 questions (p-value ≤0.05) and 7 of 9 questions (p value ≤0.01) collectively.
• Discipline specific change occurred in Nursing, Physical Therapy, Pharmacy and Counseling respectively.
• Qualitative themes included: how might this material change your practice revolving around meeting people where they are at; transforming your paradigm and practice; the action the simulation required of the students; and how the student was transformed as a result of participation in this simulation.

Conclusions

• IPE is enhanced through an end of life simulation, as evidenced by positive gains in the value of interprofessional practice.

• The qualitative themes reported the importance of listening, empathy, and an increased awareness of uncomfortable situations, such as communication about the end of life.

References


3. Pennington, Karen; Crowell, Judy; Snedden, Traci; Mulhall, Margaret; and Elliott, Nicole (2013) "Ignatian Pedagogy: Transforming Nursing Education," Juest Higher Education: A Journal; Vol. 2 : No. 1 , Article 6. Available at: https://epublications.regis.edu/jhe/vol2/iss1/6