

Palliative Care Competence Development Through Simulation: Excellence & Innovation to Meet the New AACN Essentials

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Disclosures

No conflicts of interest to disclose.

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Purpose

- Identify considerations for developing, implementing, and evaluating primary palliative care simulations to meet the AACN Essentials

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Background

Palliative & Hospice sphere of care

Primary palliative care competence is *Essential*



Figure 2: Four Spheres of Care (AACN, 2021, p. 19)

(AACN, 2021; Clark & Lippe, 2022; Condry & Kirkpatrick, 2021; Gillan et al. 2014a & b; Kirkpatrick et al., 2017b; Lippe et al., 2022)

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Background

Palliative & Hospice sphere of care

Primary palliative care competence is *Essential*

Barriers to clinical experiences

Evidence supports simulation

- Access to sites
- Nurse hesitancy to involve students
- Student anxiety

Figure 2: Four Spheres of Care (AACN, 2021, p. 19)

- Safe space to practice difficult scenarios
- Promotes student outcomes
- Linked to acquired clinical competency

(AACN, 2021; Clark & Lippe, 2022; Condry & Kirkpatrick, 2021; Gillan et al. 2014a & b; Kirkpatrick et al., 2017b; Lippe et al., 2022)

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Frameworks – Palliative Care Theory

CHAARM Concept Model of Palliative Nursing

(Kirkpatrick et al., 2017a & 2019; Lippe & Davis, 2022)

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Frameworks - Simulation Theory

INTERNATIONAL NURSING ASSOCIATION
for CLINICAL SIMULATION and LEARNING



Healthcare Simulation Standards of Best Practice™

1. Prebriefing: Preparation & Briefing
2. Simulation Design
3. Facilitation
4. The Debriefing Process
5. Outcomes & Objectives
6. Simulation-Enhanced-IPE
7. Evaluation of Learning & Performance



NLN/Jeffries Simulation Theory Framework

1. Facilitator
2. Participants
3. Educational Strategies
4. Outcome Measures

(Jeffries, 2021; Watts et al., 2021)

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DEVELOPMENT



IMPLEMENTATION



EVALUATION

Palliative & End-of-Life Simulations

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Development Phase

Fidelity

- Standardized Patients
- Manikins

Modality

- In-person
- Virtual



(Clark & Lippe, 2022; Kirkpatrick et al., 2017b, 2020, & 2022; Parekh de Campos & Polifroni, 2022; Watts et al, 2021; Watts et al, 2022)

Development Phase

Scenario

- Validated
- Pilot

Objectives

- Emphasis on Communication
 - With family
 - Among team (IPE)
- Level of Learner



(Clark & Lippe, 2022; Kirkpatrick et al., 2017; Parekh de Campos & Polifroni, 2022; Watts et al, 2021; Watts et al, 2022)

Implementation Phase

Prewrite – Prepare the Learner

- ELNEC Curriculum Vignettes or other videos
- Articles
- Student Reflections

Prebriefing – Establish Psych Safety; Be consistent!

- Discuss Prewrite Assignments
- Provide Background Information
- Tour of Simulation Environment
- Address Sensitivity of the Topic



(Gillen et al., 2014b; Kirkpatrick et al., 2017; Kirkpatrick, 2020)

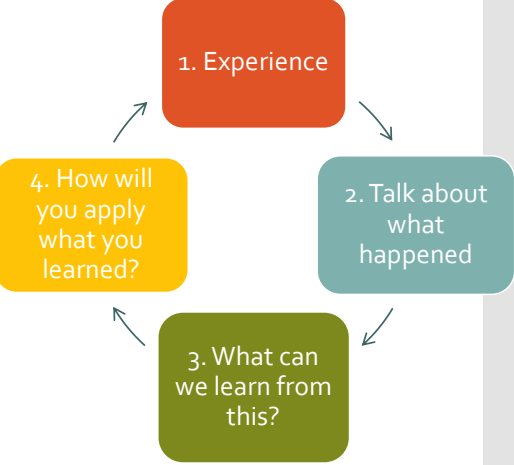
Implementation Phase

Simulation

- Vicarious learner role
- Active participants

Debriefing

- Reflection
- Safe space for questions
- Self-care & Counseling
- Additional Resources (Vital Talk, etc.)



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graph TD
    1[1. Experience] --> 2[2. Talk about what happened]
    2 --> 3[3. What can we learn from this?]
    3 --> 4[4. How will you apply what you learned?]
    4 --> 1
    
```

(Clark & Lippe, 2022; Gillan et al., 2014b; Kirkpatrick et al., 2017b & 2020)

Evaluation Phase – Student

Performance

- Nursing Competency:
 - Creighton Competency Evaluation Instrument-Palliative Care (CCEI-PC©)
- Interprofessional Competency:
 - Creighton Interprofessional Collaborative Evaluation (C-ICE©)
- New tool to be released! Check out Emerging Solutions Session –
 - 2pm or 3:30pm



(Kirkpatrick et al., 2019, 2020 & 2022)

Evaluation Phase – Student

Self-efficacy

- Self-efficacy in Communication During Difficult Conversations Scale (SECS)
- Caring Efficacy Scale

Attitudes & Knowledge

- Frommelt Attitudes toward Care for the Dying - Form B (FATCOD-B)
- The Palliative Care Quiz for Nursing (PCQN)
- Advance Care Planning Knowledge, Attitudes, and Practice Behaviors Survey



(Clark & Lippe, 2022; Kirkpatrick et al., 2019 & 2020; Parekh de Campos & Polifroni, 2022)

Evaluation Phase – Simulation

Satisfaction

- Student: Simulation Effectiveness Tool-Modified
- Faculty and staff survey (assessing ability to meet course and program outcomes, as well as case specific objectives)
- NLN Student Satisfaction and Self-Confidence in Learning Scale

Simulation Design

- NLN Simulation Design Scale



(Leighton et al., 2015; NLN, 2005a & b; Parekh de Campos & Polifroni, 2022)

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Limitations - Generalizability



Varied scenarios



Learners & learner level



Curricula



Geography

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Conclusions & Implications

Simulation development should follow Healthcare Simulation Standards of Best Practice™

Consider key elements in PC competence development in designing scenarios

Opportunity for active and vicarious learners

Implications are applicable across other spheres of care

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Resources & References



Our Reference/Resource Guide



ELNEC Faculty Corner: Free Webinars & Resources

<https://www.aacnursing.org>



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