



# *Student Pre-Work*

## **Palliative Care: An Interprofessional Education (IPE) Approach in the COVID-19 Era (Part I) – COVID End-of-Life Care**

Part of the JHUSON Interprofessional Education and Online Simulation Program

### **Brief Summary**

The purpose of this simulation is to demonstrate the role of an interprofessional palliative care team in caring for a seriously ill patient with COVID-19. Additionally, this simulation will demonstrate a virtual interprofessional-patient/family communication process (using zoom) to help learners establish skills and competency in working a patient with COVID-19 and supporting a family member during care transitions, decision making and end-of-life care.

### **Objectives**

#### **Pre-licensure nursing students:**

By the end of this simulation, the learner will be able to:

1. Recognize signs of clinical deterioration in the seriously ill patient with COVID 19.
2. Communicate effectively and compassionately with the seriously ill patient/family and health care team members, in-person and virtually.
3. Demonstrate respect for patient and family values, preferences, goals of care, and shared decision-making during serious illness and at end of life.
4. Collaborate with the seriously ill patient/family and interprofessional healthcare team members (nurse, nurse practitioner, palliative care physician, pharmacist, chaplain) to provide patient and family-centered, culturally sensitive, evidence-based care across care settings and transitions.
5. Apply ethical/legal principles in addressing patient and family goals of care under circumstances of serious illness.
6. Collaborate with the interprofessional team using evidence-based pharmacologic and nonpharmacologic approaches to address pain and manage symptom with the seriously ill patient.
7. Assess, plan, and implement interventions to address physical, psychological, social, and spiritual needs for patients with serious illness and their families to improve quality of life/end of life.

#### **Nurse practitioner students:**

By the end of this simulation, the learner will be able to:

1. Lead and engage in effective and compassionate communication with the patient, family and health care team members, in-person and virtually.
2. Collaborate with the seriously ill patient, family, and interprofessional healthcare team from the time of diagnosis, to develop, manage, and coordinate a culturally sensitive, patient-centered, family-focused, and evidence-based plan of care across care transitions, including appropriate use of technology.
3. Engage in primary palliative care communication skills, including sharing difficult news and discussing advance care planning.
4. Apply evidence-based and ethical/legal principles in prescribing and de-prescribing medications, ordering diagnostic tests and recommending treatments, reflective of patient and family goals of care.

5. Elicit and demonstrate respect for the patient and family values, preferences, goals of care, and shared decision-making during serious illness and at end of life.
6. Communicate with the interprofessional team in planning and intervening in pain and symptom management, using evidence-based pharmacologic and nonpharmacologic approaches.
7. Assess, plan, and treat patients' physical, psychological, social, and spiritual needs to improve quality of life for patients with serious illness and their families.

## **Discuss the following Core Competencies for Interprofessional Collaborative Practice:**

### **Competency 1: Values/Ethics**

- VE2.** Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care.
- VE4.** Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions and the impact these factors can have on health outcomes.
- VE5.** Work in cooperation with those who receive care, those who provide care, and others who contribute to or support the delivery of prevention and health services and programs.
- VE6.** Develop a trusting relationship with patients, families, and other team members.
- VE7.** Demonstrate high standards of ethical conduct and quality of care in contributions to team-based care.
- VE8.** Manage ethical dilemmas specific to interprofessional patient/population centered care situations.
- VE9.** Act with honesty and integrity in relationships with patients, families, communities, and other team members.

### **Competency 2: Roles/Responsibilities**

- RR2.** Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.
- RR3.** Engage diverse professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific health and healthcare needs of patients and populations.
- RR6.** Communicate with team members to clarify each member's responsibility in executing components of a treatment plan or public health intervention.
- RR7.** Forge interdependent relationships with other professions within and outside of the health system to improve care and advance learning.

### **Competency 3: Interprofessional Communication**

- CC1.** Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function.
- CC2.** Communicate information with patients, families, community members, and health team members involved in a form that is understandable, avoiding discipline-specific terminology when possible.
- CC4.** Listen actively, and encourage ideas and opinions of other team members.
- CC6.** Use respectful language appropriate for a given difficult situation, crucial conversation, or conflict.

### **Competency 4: Teams & Teamwork**

- TT2.** Develop consensus on the ethical principles to guide all aspects of team work.
- TT3.** Engage health and other professionals in shared patient-centered and population-focused problem-solving.
- TT4.** Integrate the knowledge and experience of health and other professions to inform health and care decisions, while respecting patient and community values and priorities/preferences for care.
- TT7.** Share accountability with other professions, patients, and communities for outcomes relevant to prevention and health care.
- TT10.** Use available evidence to inform effective teamwork and team-based practices.
- TT11.** Perform effectively on teams and in different team roles in a variety of settings.

## Prework

### Pre-licensure nursing students:

Please review the following information prior to participating in this simulation:

1. Brief overview of the patient
2. Learning objectives (Pre-licensure/ or Nurse Practitioner, as appropriate)
3. The Core Competencies of Interprofessional Collaborative Practice addressed by this module
4. Roles of each member of the team (RN, nurse practitioner, palliative care physician, pharmacist, chaplain).
5. Read the following articles:

Ferrell, B., Handzo, G., Picchi, T., Puchalski, C., & Rosa, W. (2020). The Urgency of Spiritual Care: COVID-19 and the Critical Need for Whole-Person Palliation. *Journal of pain and symptom management*, 60(3), e7-e11. doi:10.1016/j.jpainsymman.2020.06.034

Ferrell, B., Malloy, P., Mazanec, P., & Virani, R. (2016) CARES: AACN's new competencies and recommendations for educating undergraduate nursing students to improve palliative care. *Journal of Professional Nursing*, 32(5), 327-333.

Hanson, L. (2020). We Will All Be Changed: Palliative Care Transformation in the Time of COVID-19. *Journal of palliative medicine*, 23(9), 1145-1146. doi:10.1089/jpm.2020.0446

6. Refer to the following resources:
  - a. Center to Advance Palliative Care (CAPC): CAPC COVID-19 Response Resources <https://www.capc.org/toolkits/covid-19-response-resources/>
  - b. National Coalition for Hospice and Palliative Care: COVID-19 Resources <https://www.nationalcoalitionhpc.org/COVID19/>
  - c. National Hospice and Palliative Care Organization: Emergency Preparedness COVID-19 Information <https://www.nhpco.org/coronavirus>
  - d. National Hospice and Palliative Care Organization: Emergency Preparedness COVID-19 Information <https://www.nhpco.org/coronavirus>
  - e. VitalTalk: COVID-ready communication skills: A playbook of VitalTalk Tips <https://www.vitaltalk.org/guides/covid-19-communication-skills/>
  - f. End-of-Life Nursing Education Consortium <https://www.aacnnursing.org/ELNEC/COVID-19>
  - g. Hospice and Palliative Nurses Association (HPNA): Resources to Address Coronavirus Disease 2019 <https://advancingexpertcare.org/covid-19-resources>

### Nurse practitioner students:

Please review the following information prior to participating in this simulation:

1. Brief overview of the patient
2. Learning objectives (Pre-licensure/ or Nurse Practitioner, as appropriate)
3. The Core Competencies of Interprofessional Collaborative Practice addressed by this module
4. Roles of each member of the team (RN, nurse practitioner, palliative care physician, pharmacist, chaplain).
5. Review/identify use of the following palliative care and COVID-19 on line resources:
  - a. Center to Advance Palliative Care (CAPC): CAPC COVID-19 Response Resources <https://www.capc.org/toolkits/covid-19-response-resources/>
  - b. National Coalition for Hospice and Palliative Care: COVID-19 Resources <https://www.nationalcoalitionhpc.org/COVID19/>
  - c. National Hospice and Palliative Care Organization: Emergency Preparedness COVID-19 Information <https://www.nhpco.org/coronavirus>
  - d. National Hospice and Palliative Care Organization: Emergency Preparedness COVID-19 Information <https://www.nhpco.org/coronavirus>

- e. VitalTalk: COVID-ready communication skills: A playbook of VitalTalk Tips  
<https://www.vitaltalk.org/guides/covid-19-communication-skills/>
  - f. End-of-Life Nursing Education Consortium <https://www.aacnnursing.org/ELNEC/COVID-19>
  - g. Hospice and Palliative Nurses Association (HPNA): Resources to Address Coronavirus Disease 2019 <https://advancingexpertcare.org/covid-19-resources>
6. Read the following:
- American Association of Colleges of Nursing (2019). Preparing graduate nursing students to ensure quality palliative care for the seriously ill and their families.  
<https://www.aacnnursing.org/Portals/42/ELNEC/PDF/Graduate-CARES.pdf>
- Ferrell, B., Handzo, G., Picchi, T., Puchalski, C., & Rosa, W. (2020). The Urgency of Spiritual Care: COVID-19 and the Critical Need for Whole-Person Palliation. *Journal of pain and symptom management*, 60(3), e7-e11. doi:10.1016/j.jpainsymman.2020.06.034
- Hanson, L. (2020). We Will All Be Changed: Palliative Care Transformation in the Time of COVID-19. *Journal of palliative medicine*, 23(9), 1145-1146. doi:10.1089/jpm.2020.0446
- Radbruch, L., Knaut, F., de Lima, L., de Joncheere, C., & Bhadelia, A. (2020). The key role of palliative care in response to the COVID-19 tsunami of suffering. *Lancet (London, England)*, 395(10235), 30964-30968. doi:10.1016/S0140-6736(20)30964-8

## Case Overview

Mr. Williams: 79-years-old male presents to the emergency department with flu-like symptoms (e.g. shortness of breath, fever, chills, fatigue, sore throat, cough and muscle pain). He tests positive for COVID-19 and is transferred to an isolation unit. Within a few hours of admission, his oxygen saturation starts to decrease despite escalating levels of oxygen support. The patient's condition further deteriorates requiring palliative care consultation and intensive care admission. The palliative care team meets with the patient, family and care team members to discuss the treatment plan, symptom management and advance directives. As the prognosis deteriorates, the palliative care team members (nurse, nurse practitioner, physician, chaplain) initiate goals of care discussion and plan for withdrawal of support with a family member via zoom.