Simulation in hospice and homecare: Are students ready for the challenge?

Amy Koehler PhD, RN
Associate Professor
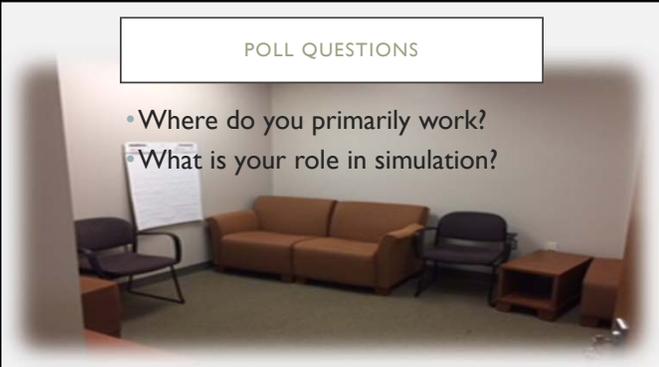Winona State University

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OBJECTIVES

- Describe the set-up of and tools needed for a homecare/hospice simulation
- Determine the need for a homecare/hospice simulation at their institution and how it could be tailored to fit their needs.
- Examine the results of a pre- and post-test evaluation of students' readiness for homecare and hospice nursing.

POLL QUESTIONS

- Where do you primarily work?
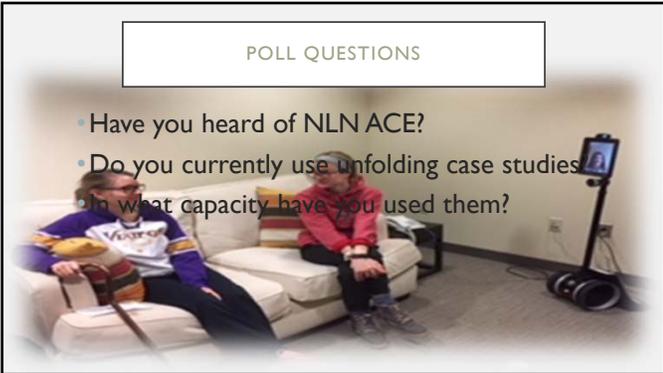- What is your role in simulation?

BACKGROUND

- The Minnesota Home Care Association (MHCA) taskforce
  - Simulation working group
- National League of Nursing (NLN) Advancing Care Excellence for Seniors (ACE.S) unfolding cast studies
  - http://www.nln.org/professional-development-programs/teaching-resources/ace-s/unfolding-cases

ACES
ADVANCING CARE EXCELLENCE FOR SENIORS

POLL QUESTIONS

- Have you heard of NLN ACE?
- Do you currently use unfolding case studies
- In what capacity have you used them?

INSTRUCTOR AND STUDENT BOOKLETS

- Steps for the semester
- Scripts

ACES

Example of a Simulation Schedule

Week 1: Watch admission simulation video and discuss/debrief
        Orientation to Home care and Hospice simulations
Week 2: Simulation 1
Week 3: Simulation 2
Week 4: Simulation 3

This schedule works for a student led debriefing (The 4th semester students of a BSN program led the debriefing themselves as a student led debriefing)

0830-1000- Sections 2, 4, 6

Date: Simulation #1
0800-0810 Section 2 Prep
0810-0840 Section 2 Simulation
0840-0930 Section 2 Debrief

0850-0900 Section 4 Prep
0900-0930 Section 4 Simulation
0930-1020 Section 4 Debrief

0940-0950 Section 6 Prep
0950-1020 Section 6 Simulation
1020-1110 Section 6 Debrief

INSTRUCTOR AND STUDENT BOOKLETS

- Monologues
- Observation and Debriefing guides

ACES

Roles for Simulation Groups

Roles for 6 or 8 students	Sim 1	Sim 2	Sim 3
Section 1 **Student names**			
1.	1. Nurse	1. Observer/Recorder	1. Lucy (patient)
2.	2. CNA	2. Facilitator	2. Nora
3.	3. Julia (patient)	3. Nurse #1	3. Observer/Recorder
4.	4. Lucy	4. CNA/Nurse #2	4. Facilitator
5.	5. Observer/Recorder	5. Lucy	5. Adele
6.	6. Facilitator	6. Julia (patient)	6. Nurse
Section 2 **Student Names**			
1.	1. Nurse	1. Recorder	1. Lucy (patient)
2.	2. CNA	2. Observer	2. Nora
3.	3. Julia (patient)	3. Facilitator	3. Recorder
4.	4. Lucy	4. Nurse #1	4. Observer
5.	5. Nina	5. CNA/Nurse #2	5. Facilitator
6.	6. Observer	6. Lucy	6. Adele
7.	7. Facilitator	7. Nina	7. Nurse #1
8.	8. Recorder	8. Julia (patient)	8. Nurse #2

NLN ACES LUCY GREY AND JULIA MORALES

- Pre-simulation admission video
- Orientation
- Simulation 1
  - A few days after Julia's hospice admission.
  - Answer questions about hospice, what to expect, validate and review meds
- Simulation 2
  - Julia barely responsive; provide comfort cares and emotional support when she dies.
- Simulation 3
  - 3 months after Julia's death. Physician refers Lucy to HHC for assessment, support, and resource availability. Pt is grieving, anxious and lonely, and falling

TECHNOLOGY FOR THE SIMULATION

STUDENTS' READINESS FOR HOMECARE/HOSPICE

Question	Pre (N=106)	Post (N=90)	p-value
Can you see yourself working as a home care nurse?			
Yes	11.3%	13.3%	0.4984
Maybe	47.2%	53.3%	
No	41.5%	33.3%	
Can you see yourself working as a hospice nurse?			
Yes	6.6%	15.7%	0.1008
Maybe	45.3%	44.9%	
No	48.1%	39.3%	
How prepared do you feel working in a home setting?			
Not prepared at all	9.4%	0.0%	<0.0001
Somewhat not prepared	36.8%	0.0%	
Somewhat prepared	50.0%	88.9%	
Extremely prepared	3.8%	11.1%	

Please rank your confidence in utilizing your…	Pre- (N= 104)	Post- (N= 86)	p-value
Therapeutic Communication			0.0039
Novice/Intermediate	51%	30.2%	
Advanced/Expert	49%	69.8%	
Medication management			0.0753
Novice/Intermediate	56.5%	43.8%	
Advanced/Expert	43.4%	56.2%	
Environmental Safety			0.0009
Novice/Intermediate	45.2%	22.1%	
Advanced/Expert	54.8%	77.9%	
Patient teaching skills			0.0001
Novice/Intermediate	66.3%	38.9%	
Advanced/Expert	33.7%	61.1%	
Physical assessment skills			0.0260
Novice/Intermediate	32.4%	18.2%	
Advanced/Expert	67.7%	81.8%	
Assessment skills with ESAS and PPS			0.0039
Novice/Intermediate	92.2%	71.3%	
Advanced/Expert	7.8%	28.8%	

Please rank your confidence in utilizing your…	Pre- (N= 104)	Post- (N= 86)	p-value
Assessment skills with tools (eg. GDS)			0.0007
Novice/Intermediate	86.3%	63.2%	
Advanced/Expert	13.8%	36.8%	
End of life care skills			0.0018
Novice/Intermediate	81.9%	60%	
Advanced/Expert	18.1%	40%	
Teaching hospice philosophy			<0.0001
Novice/Intermediate	93.4%	57.7%	
Advanced/Expert	6.6%	42.4%	
Providing care in a person's home			0.0004
Novice/Intermediate	76.4%	48.9%	
Advanced/Expert	23.6%	51.1%	
Supervisory assessment			0.0001
Novice/Intermediate	73%	48.9%	
Advanced/Expert	27%	51.1%	
Motivational interviewing skills			0.0191
Novice/Intermediate	83.7%	68.7%	
Advanced/Expert	16.3%	31.3%	

WHAT IS THE DIFFERENCE BETWEEN HOME AND HOSPITAL BASED NURSING?

- Students identified that in a home setting:
  - Care is more individualized, therapeutic, personal; can connect more easily
  - You are their guest and have more time to work 1:1
  - You need autonomy, flexibility, confidence, respect, and trust
  - Caution and preparation is needed
  - Support is not as readily available, it's over the phone

HOME CARE TRAITS

Question:	Pre (N=106)		Post (N=90)		
	Mean	SD	Mean	SD	p-value
Relationship-focused	7.55	1.18	7.76	1.34	0.2525
Flexible	7.39	1.36	7.87	1.22	**0.0098**
Autonomous	6.88	1.44	7.32	1.29	**0.0235**
Courageous	6.70	1.48	7.11	1.29	**0.0385**
Professional	8.42	1.10	8.44	1.21	0.8603
Resourceful	7.52	1.38	7.53	1.34	0.9410
Trustworthy	9.28	0.94	9.26	0.95	0.8403

MOST HELPFUL ASPECTS

- Professors role-modeling the admission assessment
- Seeing and practicing a different role in nursing outside of the hospital.
- Orientation
- Curve balls in simulation 3
- Etta Wheeler house
- Safe learning environment
- Risk- free
- Student led debriefing sessions
- Feedback from professor

CURVE BALLS

SUGGESTIONS FOR IMPROVEMENT

- More information about hospice and homecare during orientation
- Monologues useful but discussion board not needed
- Professor to help in debriefing a bit longer
- More time to perform simulation

QUESTIONS OR COMMENTS