

Introduction: This simulation module focuses on synthesizing and applying knowledge that interprofessional health science students have gained in the first half of this semester. This will be done through the conduction of PHASE 1 of an interactive "virtual" interprofessional simulation. Students will be divided into diverse cohorts for the simulation with representatives from each professional school participating in the course. The scenario will focus on the patient's initial diagnosis, goals of care discussion, and illness progression, with the goal of demonstrating transitions both across health settings and through stages of illness.

Learning Objectives

- Collaboration with interprofessional team members to apply palliative care principles across health settings and illness trajectories.
- Advocacy and respect of human dignity by building trusting relationships, eliciting grounded hope, and facilitating goals of care discussions with seriously ill patients and their family.
- Engagement with all team members in effective planning of symptom management and delivery of holistic, patient and family-centered palliative care.

Required Resources (Prelab for Simulation)

- Read the "IPE Sim Lab Instructions" for student behavior and participation expectations for interprofessional simulation.
- View PHASE 1 Simulation Prequel Video: [Play media comment.](#) (If you are unable to access this, the same information is shared within the patient's chart.)
- Review **patient chart** (H&P, labs, advance directive, etc.).
 - [Admit Day 1.docx](#)
 - [Admit Day 3.docx](#)
 - [Nurses Note.docx](#)
 - [Hazel 2002 Advance directive.docx](#)

Optional Resources

- Review Creighton Interprofessional Competency Evaluation (C-ICE) evaluation criteria.
- Recommend viewing example videos below from CIPER website.
 - Case for Improvement: <https://www.youtube.com/watch?v=KShd5XTHEKE&feature=youtu.be>
 - Case of Best Practices: <https://www.youtube.com/watch?v=IVc1YCz8Dz8&feature=youtu.be>

Assignments

- Adequately prepare for simulation prior to scheduled experience (see required resources above)
- Attend scheduled simulation (1.5 synchronous online simulation via Zoom) -- *Students are assigned to a simulation session based on availability and coordination of a diverse interprofessional student team. Attendance in this IPE passport activity is required as part of the course and worth one passport stamp.*

Plan for scheduled simulation:

1. Interprofessional student team (as Palliative Care team) to discuss & develop patient/family interview plan (20 minutes): *Before meeting with Hazel and her son, your team should identify what your goals are for your meeting with the patient and her family. What topics must be covered? What will need to be asked? Do you all plan to go into the room, or will a smaller group be appointed? Who will be facilitating the conversation?*
2. Palliative Care team interviews son/patient (30 minutes): *Your appointed team members will then have the opportunity to talk with Hazel and Bradley, completing an assessment and facilitating a goals of care discussion.*
3. Discuss recommendations for new orders/plan of care (20 minutes): *After meeting with Hazel and Bradley, the team will reconvene to discuss recommendations for new orders and Hazel's plan of care, summarizing and reporting on your formal plan to the faculty facilitator.*
4. Faculty-led debrief session (20 minutes): *The faculty facilitator will then lead a post-simulation debriefing to reflect on the activities and discussion that occurred.*