



Diversity Leadership Institute

For academic nursing leadership committed to diversity, equity, and inclusion.



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Phillips School of Nursing
At Mount Sinai Beth Israel



Academic-Practice Partnership: A Framework for Promoting Palliative and End-of-Life Care in Clinical and Academic Settings

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PURPOSE

The purpose of this leadership project will be to implement an academic/practice partnership with the Philips School of Nursing (PSON) and its clinical partner, the Mount Sinai Health System (MSHS) to prepare student nurses, new graduates and practicing nurses to address issues of diversity, inclusion, and equity in providing compassionate, evidence-based palliative and EOL care at the highest level of the registered nurses' scope of practice.

INTRODUCTION

Improving care in the final phase of life has been an important medical and societal goal during the last two decades, yet the amount of content that deals with the wide range of end-of-life (EOL) issues continues to be minimal in nursing schools.

As the U.S. population becomes more diverse, there will be a dramatic increase in the number of racial and ethnic minority older adults; the need to offer culturally competent palliative and EOL care will increase.

Therefore, it is imperative that future nurses be prepared with the knowledge and skills to meet the needs of these diverse patient population and families across the lifespan, the illness trajectory, and health care settings.

Moving towards representative diversity in nursing starts with nursing education. This needs to happen at three levels: 1. The Individual and School, 2. The Health System, and 3. Accrediting Bodies.

BACKGROUND

Academic/Practice Partnerships are an important mechanism to strengthen nursing education and practice and help nurses to lead change, embrace diversity, and advance health.

The organizational structure for the academic/practice partnership will include PSON and its clinical partner, the Mount Sinai Health System (MSHS). The mission of PSON is to prepare nurses to provide care to diverse populations and meet the challenges of a complex health care system. MSHS is a teaching hospital with a longstanding commitment to geriatrics and palliative care.

This partnership will create systems for nurses to achieve educational and career advancement, prepare nurses of the future to practice and lead, provide a structure for nurse residency programs, and provide mechanisms for life-long learning and professional development

METHOD

The first phase involved in convening a task force with key stakeholders including the Dean and two PSON faculty members, the Director of Education and the Nurse Residency program coordinator from MSH and the Director of the Department of Geriatric & Palliative care.

The second phase is to implement the educational content at PSON for the student nurses, the new graduate residency program and practicing nurses at MSHS. The End-of-Life Nursing Education Consortium (ELNEC) course for prelicensure students was implemented in the ABSN Summer 2020 cohort at PSON and will be threaded through the curriculum. The ELNEC course modules will be offered in the residency program in the fall and later to RNs at MSHS.

The final phase will be to initiate a clinical rotation for all student nurses on the palliative care unit at MSHS during their clinical courses.

RESULTS

Clinical outcomes will be measured by the no of students & RNs who completed the ELNEC course and knowledge outcomes through a pre-quiz and post-quiz survey.

CONCLUSION/IMPLICATIONS FOR NURSING PRACTICE

Nursing faculty must prepare future nurses as the demand for culturally-sensitive EOL care will continue to rise due to a growing ethnically and racially diverse population of older adults. This cooperative and collaborative partnership can increase competencies in palliative and EOL care to empower all nurses to improve the care of seriously ill patients and their families.

REFERENCES

American Association of Colleges of Nursing (AACN).2016).CARES: Competencies and Recommendations for Educating Undergraduate Nursing Students Preparing Nurses to Care For The Seriously Ill and Their Families. *Journal of Professional Nursing*, 32 (2):78-84. ELNEC-Undergraduate Curriculum (2017): *Online Curriculum Designed Specifically for Nursing Students*. <https://elnec.academy.reliaslearning.com>).



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Biography

Dr. Laly Joseph is the Senior Associate Dean & Professor at the Phillips School of Nursing at Mount Sinai Beth Israel, NY. Her academic and health care career spans more than 28 years, with previous positions as Associate Director, Clinical Assistant Professor, RN-BSN-MSN Program Director, Administrative Nursing Supervisor, Director of Education, Sigma Epsilon Rho & Beta Tau Chapter Leader and President, United Nations Delegate, and currently as International Nursing Consultant with universities in India and Malaysia. She is clinically active as an Adult Nurse Practitioner in palliative and end-of-life care, DEIG Member and a Certified Nurse Educator by the NLN.



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