

**2023 Series:**  
**Advancing Palliative Care  
Education in Schools of Nursing**

*Innovations with ELNEC Graduate:  
Introduction to Palliative Care*

February 2023

Guest: Dr. Carrie Cormack, DNP, APRN, CPNP

Associate Professor College of Nursing

Medical University of South Carolina



- Master's and DNP students will play a critical role in caring for the > 117 million Americans living with serious illness
- Specialty PC resources are limited!
- Graduate level nursing students MUST be able to provide primary PC in settings across the life-span
- Those preparing for indirect care roles must be educated to advocate for and improve palliative care access, lead policy change, and develop quality initiatives for patients with serious illness and their families

ANA Professional Issues Panel & HPNA. (2017). Call for action: Nurses lead & transform palliative care. <http://www.nursingworld.org/CallforAction-NursesLeadTransformPalliativeCare>

## American Nurses Association Professional Issues Panel

### Call for Action: Nurses Lead and Transform Palliative Care

Approved by ANA Board of Directors  
March 13, 2017

Developed in Partnership With Organizational Affiliate  
Hospice and Palliative Nurses Association



# JAMA Health Forum™

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JAMA Forum

## Integration of Palliative Care Into All Serious Illness Care as A Human Right

William E. Rosa, PhD, APRN; Betty R. Ferrell, PhD, RN; Diana J. Mason, PhD, RN

Rosa, W. E., Ferrell, B. R., & Mason, D. J. (2021). Integration of Palliative Care Into All Serious Illness Care as A Human Right. *JAMA Health Forum*, 2(4), e211099.

<https://doi.org/10.1001/jamahealthforum.2021.1099>



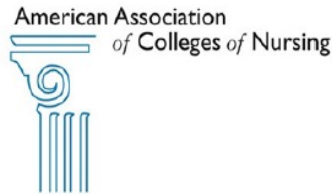
American Association of Colleges of Nursing  
ADVANCING HIGHER EDUCATION IN NURSING



**CARES:**

**Competencies And Recommendations for Educating Undergraduate Nursing Students  
*Preparing Nurses to Care for the Seriously Ill and their Families***

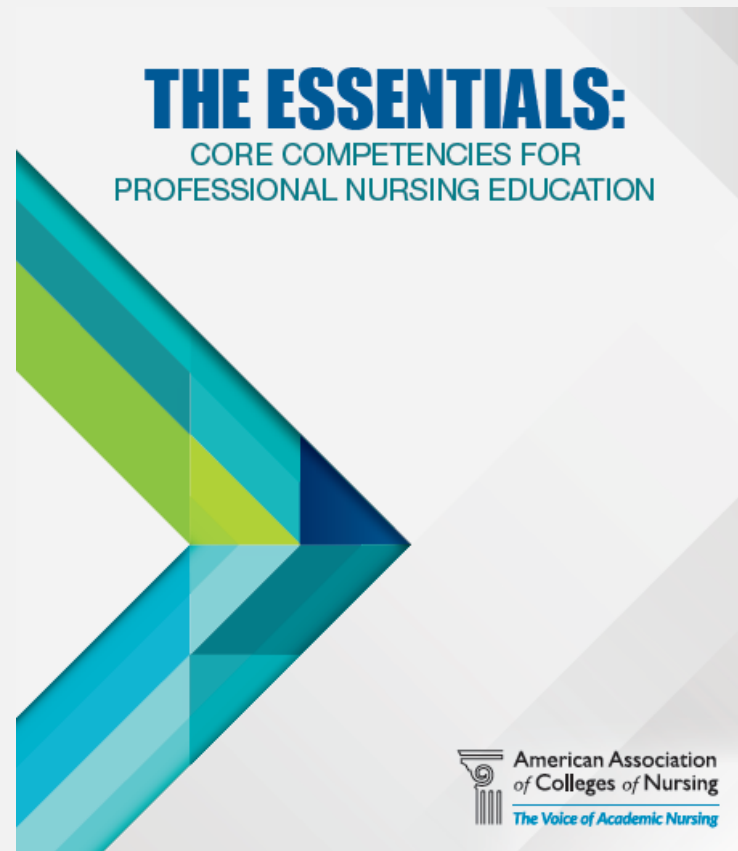
American Association of Colleges of Nursing. (2016). *CARES--Competencies And Recommendations for Educating Undergraduate Nursing Students: Preparing nurses to care for the seriously ill and their families*. American Association of Colleges of Nursing.



Preparing Graduate Nursing Students to Ensure Quality Palliative Care  
for the Seriously Ill & Their Families

Document builds on the American Association of Colleges of Nursing (AACN) Competencies And Recommendations for Educating Undergraduate Nursing Students (CARES) document (AACN, 2016)

<https://www.aacnnursing.org/Portals/42/ELNEC/PDF/New-Palliative-Care-Competencies.pdf>



American Association of Colleges of Nursing. (2021). *The Essentials: Core Competencies for Professional Nursing Education*. American Association of Colleges of Nursing.

<https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>

# ESSENTIALS MODEL

## LEVEL 1

### *AACN Essentials*

Entry-Level  
Professional Nursing Education  
sub-competencies

Used by programs preparing a  
nurse for an initial professional  
nursing degree.

## LEVEL 2

### *AACN Essentials*

Advanced-Level Nursing  
Education sub-competencies

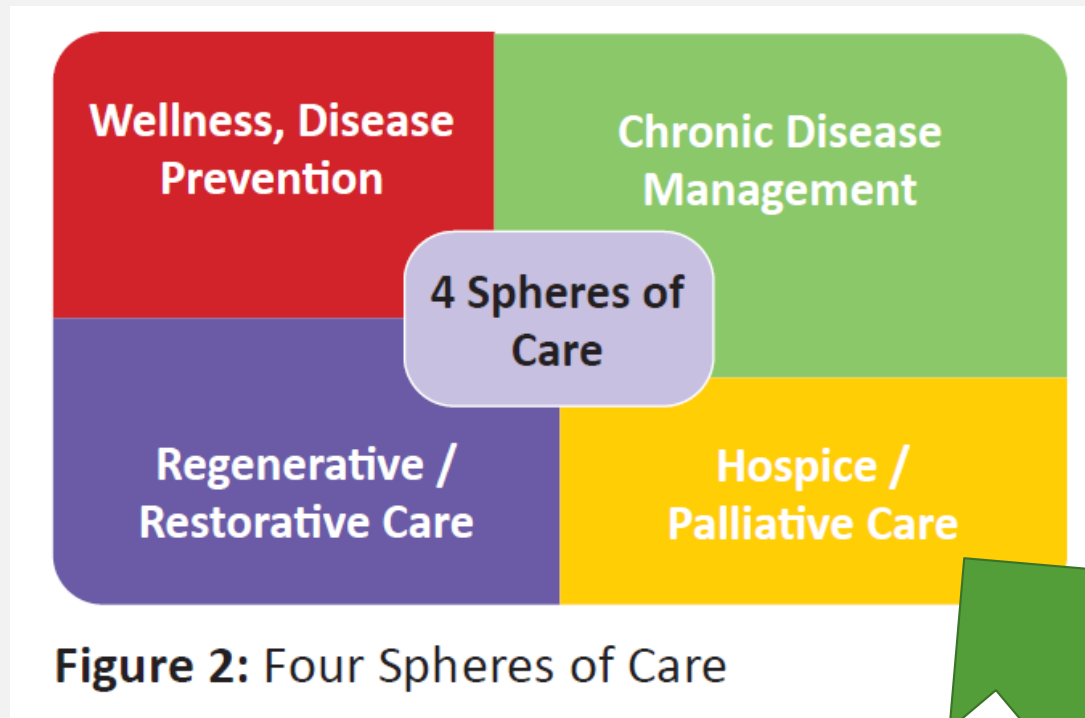
— and —

*Specialty/role requirements/  
competencies*

Used by programs preparing a  
nurse for an advanced nursing  
practice specialty or advanced  
nursing practice role.

**Figure 1:** Model for Nursing Education

(AACN, 2021, p. 17)



(AACN, 2021, p. 19)



# COMPETENCY STATEMENT REVISION

## Entry-level Professional Nursing

- CARES (2016) = 17 competency statements
- CARES (2nd ed.) = 15 competency statements

## Advanced-Level Nursing

- G-CARES (2019) = Eight (All graduate Masters/DNP) + Five Direct Care
- G-CARES (2nd ed.) = 12 competency statements



## Recommendation #1

“Adopt the End of Life Nursing Education Consortium (ELNEC) curricula (Core, Geriatric, Critical Care, Pediatric, Advanced Practice Registered Nurse [APRN], **and Online for Undergraduate Nursing Students**) as the standard for primary palliative nursing education for pre-licensure, graduate, doctoral, and continuing education for practicing registered, vocational, and practical nurses and advanced practice registered nurses” (p. 3)

ANA Professional Issues Panel & HPNA. (2017). Call for action: Nurses lead & transform palliative care. <http://www.nursingworld.org/CallforAction-NursesLeadTransformPalliativeCare>

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**ELNEC** —

# ELNEC HISTORY

## End of Life Nursing Education Consortium

- 2000: Curriculum Developed
- 2001: 1<sup>st</sup> National ELNEC Course
- Currently 10 ELNEC Curricula:
  - ELNEC Core
  - ELNEC Geriatric
  - ELNEC Pediatric Palliative Care
  - ELNEC Critical Care
  - ELNEC APRN
  - ELNEC International
  - **ELNEC Undergraduate/New Graduate (2017)**
  - ELNEC APRN Oncology
  - ELNEC Communication (2018)
  - **ELNEC Graduate (2019)**



# PRIMARY PALLIATIVE CARE EDUCATION

Undergraduate and **Graduate**

Evidence-based palliative care education



1. Introduction to Palliative Nursing
2. Communication in Serious Illness
3. Pain Assessment and Management (**Advanced**)
4. Symptom Assessment and Management (**Advanced**)
5. Loss, Grief, and Bereavement
6. Final Hours/**Care at the End of Life**
7. **Leadership in Primary Palliative Care**

2017 and 2019



## ELNEC Undergraduate/ New Graduate

- ❖ 917 Undergraduate Schools
- ❖ 80,659 completions



## ELNEC Graduate

- ❖ 346 Schools
- ❖ 1806 completions



## ELNEC FACULTY CORNER FOR SCHOOLS OF NURSING

“New Publications & Resources”



*Primary Palliative Care Competencies for Undergraduate and Graduate  
Nursing Students (CARES/G-CARES)*



## Innovation with ELNEC Education

February 22, 2023

ELNEC Graduate

### Module 1: Introduction to Palliative Care

**Introduction Carrie:** Carrie Cormack is an Associate Professor in the College of Nursing at the Medical University of South Carolina. She is the lead palliative care faculty in the Doctor of Nursing Practice program. As faculty with the End-of-Life Nursing Education Consortium (ELNEC) and the Hospice and Palliative Nurses Association (HPNA), Dr. Cormack teaches palliative care to interprofessional healthcare clinicians and students locally, regionally, nationally, and internationally. She is dedicated to increasing palliative care education in nursing programs around the globe. In addition to her faculty work, Dr. Cormack practices as a pediatric nurse practitioner in perinatal palliative care at MUSC.

**Contact Info:** Carrie L. Cormack, DNP, APRN, CPNP [cormackc@musc.edu](mailto:cormackc@musc.edu)  
Associate Professor, College of Nursing, Medical University of South Carolina, Charleston, SC

- I. **Purpose of Webinar Series** and Overview of ELNEC Grad Modules and Competency
  - a. Previously recorded and found on Faculty Corner – Recorded Webinars – [“Examining AACN Essentials and CARES/G-CARES”](#) September, 28, 2022 (YouTube, 57 minutes)

#### II. **Module 1 – Introduction to Palliative Care - Course Description**

This module is designed to help graduate-level nursing students, as future nursing leaders, become more knowledgeable about the importance of quality palliative care for all patients with serious illness and their families. Palliative care is intended for all populations of patients, across the lifespan and in all clinical settings, including the community and tele-health. The link to the AACN G-CARES Competencies can be found in the references at the end of this module.

*Objectives:*

1. Apply philosophy and principles of primary palliative care into everyday practice.
2. Integrate the NCP Guidelines for Quality Palliative Care into care settings.
3. Compare and contrast hospice and palliative care services.
4. Discuss the multiple roles of the advanced practice nurse (APN), in providing or advocating for quality palliative care for patients with serious illness and their families.

#### III. **Teaching Consideration:** Language around content warning.

Examples:

- a. “ELNEC acknowledges that every person has unique life experiences that inform how they perceive and respond to various types of information. We recognize that topics within palliative and end-of-life care, such as death and dying, can be cognitively or emotionally challenging for some individuals, resulting in feelings of discomfort, and upset. We encourage learners to contact their course faculty members or university-based mental health services if they experience distress associated with the content within this module”.
- b. “We recognize that topics within palliative and end-of-life care can be cognitively or emotionally challenging for some individuals. We encourage learners to contact their course faculty members or university-based mental

health services if they experience distress associated with the content within this module.”

- IV. **Short Tour of Module 1: *Introduction to Palliative Care*** This is meant to show you how the module is set up and share a variety of ways the students engage with the material
  - a. Betty (start at 4:20)
  - b. Differentiating Hospice and Palliative Care
  - c. Case Study
- V. **Teaching Ideas**
  - a. Mandatory faculty training (for all full-time faculty)
  - b. Advanced Communication skills (virtual or in-person) and role-playing
  - c. Interactive discussions
  - d. Simulation
  - e. Content expert lectures
  - f. Clinical rotations
  - g. DNP projects
  - h. PC Elective courses (MSN/DNP)
  - i. Digital Badges awarded to all students that complete ELNEC Modules
- VI. **Supplemental Resources**
  - a. Publicly available videos (some at the end of this document)
  - b. ELNEC – when requesting token to review material or if you use ELNEC, write to [ELNEC@coh.org](mailto:ELNEC@coh.org) and request supplemental materials for the specific module (ex. Case Studies and other resources)
  - c. [Faculty Corner Resources](#)

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## VII. Breakout Activity

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**Instructions:** In small breakout rooms, you will select one of the resources and talk about how you might leverage in your teaching (classroom, clinical post conference, or simulation).

- a. **Select one:**
  - i. **Review** the graduate competencies and discuss how each one of these might be operationalized within the role of a nurse manager; as a APRN
  - ii. **A scenario:**
    - 1. For master’s level educators/administrative leaders: Your dean has asked you to lead a group to examine the Palliative and Hospice Sphere of Care (AACN Essentials) within your graduate program. The goal would be to crosswalk where palliative care principles are situated in your program and evaluate the rigor. How would you proceed?
    - 2. For DNP Students/Leaders: Your director has returned from a conference where they learned of the importance of access to palliative care for patients and families. They have asked you to design a presentation differentiating between what hospice and palliative care is, as well as statistics on how palliative care affects length of stay (LOS), emergency room visits, ICU admissions, and patient satisfaction scores. What would your



3-minute “elevator speech” sound like to the CEO and other key constituents you will speak to later today?

- b. **If Time: Everyone** – share how you are incorporating palliative care education or want to incorporate in your graduate program; what are your challenges and successes. How can we help each other to advance palliative care education?

VIII. In closing – Questions, Next Webinar (ELNEC-Undergraduate: Communication)

- a. Needs Assessment Survey: [CLICK HERE](#)
- b. Call for submissions – please share teaching exemplars you use to introduce palliative care to students. [CLICK HERE](#)

**ADDITIONAL VIDEO RESOURCES**  
**Module 1: Introduction to Palliative Nursing Care**

**Describing Palliative Care**

CareChannel (2019). *Understanding palliative care.*

Describing palliative care: animated description (3 minute)

**VIDEO:** <https://www.youtube.com/watch?v=TZCI25C8tEQ>

MassGeneralHospital (2010). *Early palliative care: Improving quality of life.*

Differentiative Palliative and Hospice Care: Example of the team and the role of nurse (4 minutes)

**Video:** <https://www.youtube.com/watch?v=XHtHXGhTIC4>

MDedge (2012). *Experts: Palliative care lowers costs.*

Cost savings of Palliative care (4 mins)

**VIDEO:** <https://www.youtube.com/watch?v=AqEfh1bDUHw>

Pall Care Australia (2019). *Busting Palliative Care Myths*

Australian experiences however much is applicable in US. (8 mins)

**VIDEO:** [https://www.youtube.com/watch?v=B\\_FA2R9AU3o](https://www.youtube.com/watch?v=B_FA2R9AU3o)

The BMJ (2017). *Palliative care from diagnosis to death.*

Overview of disease trajectories and palliative care (4 minutes)

**VIDEO:** <https://www.youtube.com/watch?v=vS7ueV0ui5U>

**Patient Testimonial/Stories**

Miller, B.J. (2015). *What really matters at the end of life. TED*

Dr. Miller shares his personal experience of near death and recovery.

**VIDEO:** <https://www.youtube.com/watch?v=apbSsILLh28> (19 minutes)

Palliative Care: *One family's experience*

Family tells their story of how a car accident almost claimed their son's life. (8 mins)

<https://www.youtube.com/watch?v=xfmhPd8jROM>

USC Leonard Davis School of Gerontology. (2019). *Aspen's Palliative Care Experience*

34-year old describes their experience with palliative care. (4 mins)

<https://www.youtube.com/watch?v=OgWdwsNYY3Q>

UW (2016). *Palliative Care Patient: Regaining a Quality Life*

Debbie is a hair dresser, a business owner and a proud grandmother diagnosed with Multiple Myeloma. Debbie was in a great amount of pain while receiving treatment for her illness. Then she found palliative care and as a result is back to work doing what she loves. Debbie's palliative care team treated her and the pain

and stress caused by her illness. Enhancing quality of life and supporting the whole person is what palliative care is all about. (2 ½ mins)

**VIDEO:** <https://www.youtube.com/watch?v=HRCVwAi5jqw>

UW Medicine (2013). *Palliative Care: Helping patients improve quality of life.*

The video tells two stories: a patient's widow and a patient with an artificial heart. Two physicians describe UW Medicine's approach to palliative care.

Palliative care helps patients with serious illnesses and their families choose medical care that respects their needs, reduces pain and improves quality of life.

Video produced for UW Medicine. (4 minutes)

**VIDEO:** <https://www.youtube.com/watch?v=PCykUpEgX9k>

## ***G-CARES (2nd ed) for Advanced-Level Nursing***

Advanced-level nurses should achieve the following by the end of their formal nursing education:

1. Articulate the value of palliative care to patients, families, interprofessional team members, and the public.
2. Facilitate access to palliative care as standard practice across the disease trajectory and healthcare settings for persons with serious illness and their families.
3. Respond to dynamic changes in population demographics, socio-economic factors, the healthcare system, and emerging technologies to improve outcomes for persons with serious illness and their families.
4. Demonstrate leadership guided by principles of ethics, social justice, equity, and moral courage in the advancement of quality palliative care.
5. Engage in strategic partnerships with interprofessional colleagues and community stakeholders to influence policies and quality improvement activities related to primary palliative care.
6. Contribute to the development and translation of evidence-based palliative care practice in clinical, administrative, and academic settings.
7. Utilize advanced palliative care communication skills with patients, families, and team members as appropriate to one's functional area of nursing practice and the professional context.
8. Promote delivery of care that supports holistic assessment and management of pain and symptoms common in serious illness at the full scope of practice.
9. Collaborate with healthcare team members to coordinate culturally sensitive, patient-centered, and family-focused palliative care across care settings.
10. Consult with specialty services for complex palliative care issues that exceed one's functional area of practice and educational preparation.
11. Advocate for environments of care that uphold the dignity of the patient and family during the dying process and after death through culturally sensitive and compassionate end-of-life care.

12. Contribute to an environment that fosters well-being for self, patients, families, and team members to cope with suffering, grief, loss, and bereavement.