

Evaluating Learning Outcomes in Palliative Care Nursing Education: Tools and Strategies

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DISCLOSURES

- Funding provided by Cambia Health Foundation
 - Dr. Betty Ferrell, Professor City of Hope
 - Principal Investigator ELNEC Project
 - Grant-funded subaward to Drs. Davis and Lippe support through Cambia grant to support advancement of palliative care education

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OBJECTIVES

- Review tools to evaluate palliative care student learning outcomes:
 - Knowledge
 - Attitudes
 - Perceived competence
 - Competency-based education outcomes

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STUDENT EVALUATION

Consider knowledge, skills, and attitudes (KSA) to develop competence in an area'

Competency-based education is outcome-driven

Linked to explicitly defined performance expectations

Conscious connections between KNOWLEDGE and ACTION

(AACN, 2021, p. 4; Meekin, et al., 2000)

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KNOWLEDGE

- Palliative Care Quiz for Nursing (PCQN)
 - Ross, McDonald, McGuinness (1996)
 - 20 item T/F measuring theoretical knowledge (symptom management, psychosocial, spiritual care and general principles of PC)
 - Considered outdated though continues to be used
- Knowledge Assessment Tool (KAT)
 - Lange, Shea, Grossman, Wallace, Ferrell (2009)
 - 50-item multiple-choice measuring knowledge attainment
 - Based on ELNEC CORE curriculum

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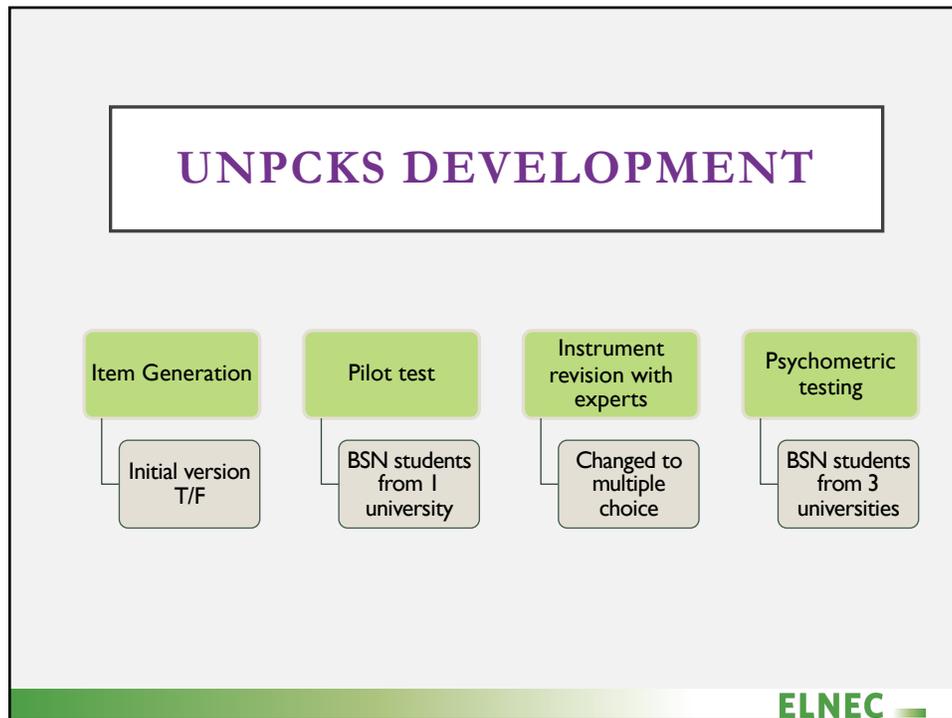
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UNDERGRADUATE NURSE PALLIATIVE CARE KNOWLEDGE SURVEY (UNPCKS)

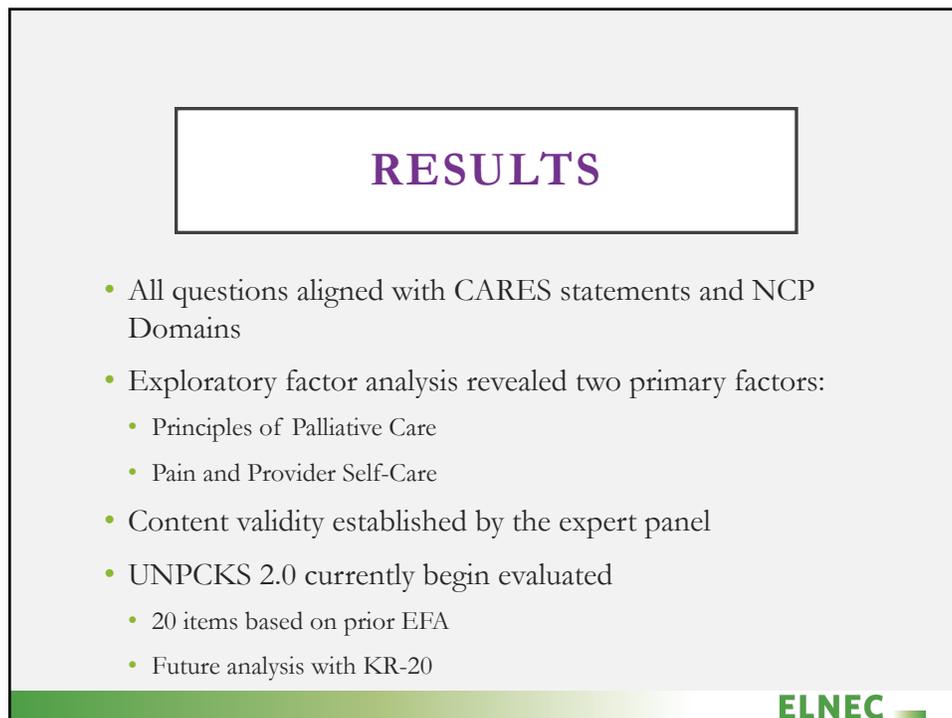
- Davis, A., Lippe, M., Burduli, E., & Barbosa-Leiker, C. (2020). Development of a new undergraduate palliative care knowledge measure. *Journal of Professional Nursing*, 36(1), p. 47-52. doi: 10.1016/j.profnurs.2019.06.007
- 27-item measure reflecting CARES competencies
- Measures knowledge attainment across palliative care domains

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NEXT STEPS

- **For educational purposes**
 - Faculty request at pallcareed@up.edu
 - Qualtrics survey link sent based on start/end date requests
 - Students complete survey with university email
 - Can elect for responses to be used in research
 - Results provided to faculty with all student emails
- **For research purposes**
 - Contact pallcareed@up.edu to discuss

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ATTITUDES

Attitudes

- Frommelt Attitudes Toward Care of the Dying FATCOD, Form B Frommelt, (2003)
- Revised into 30 Likert-type items (equally worded positively and negatively statements)
- Equally worded positive and negative statements to assess attitudes toward 'terminally ill' persons and their families

Death Anxiety Scales

- Thanatophobia Scale (TS) Merrill, Lorimor, Thornby, & Woods (1998)
- 7-item scale assessing healthcare professionals' attitudes
- Concerns about Dying (CAD) Mazor, Schwartz, & Rogers (2004)
- 10 descriptive statements assessing healthcare providers and students comfort level and concerns about death; includes items related to spirituality

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INTEGRATING BEHAVIORS: COMPETENCE

AACN Essentials (2021):

- **Competence:** The array of abilities (knowledge, skills, and attitudes) across multiple domains or aspects of performance in a certain context.
- **Competency:** An observable ability of a health professional, integrating multiple components such as knowledge, skills, values, and attitudes.

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PERCEIVED COMPETENCY

Palliative Care Nursing Self-competence Scale (PCNSC)

- 10 dimensions of care measured in 50-items.
- Intended for use among any nurse caring for adult patients and families experiencing life-limiting illness or at end of life
- Desbiens & Fillion (2011)

Primary Palliative Care Perceived Competence

- 17-item 5-point Likert scale
- Aligned with CARES competencies to assess perceived competence among undergraduate nursing students
- Updates with CARES & G-CARES 2nd ed. in progress
- Lippe et al. (2020)

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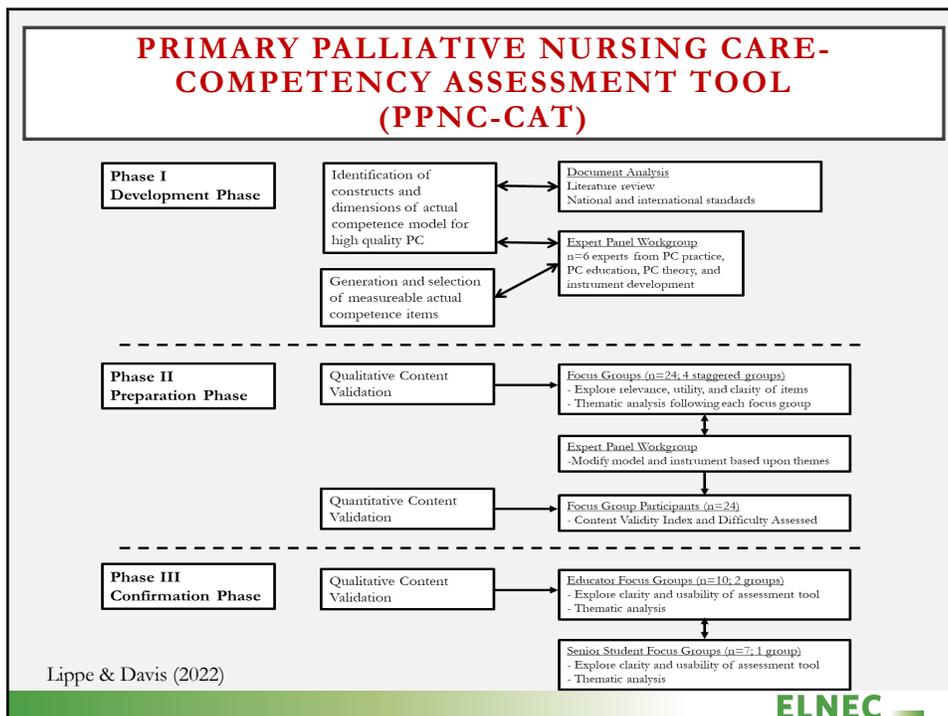
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COMPETENCY (SKILLS)

Nursing
Students
Competence
Instrument
(NSCI)
Lin, Wu, Hsiao,
Han, & Hung
(2017)

- 27-item 4-point Likert scale
- Measure nursing students' general competencies in four dimensions:
 - integrating care abilities
 - leading humanity concerns
 - advancing career talents
 - dealing with tension

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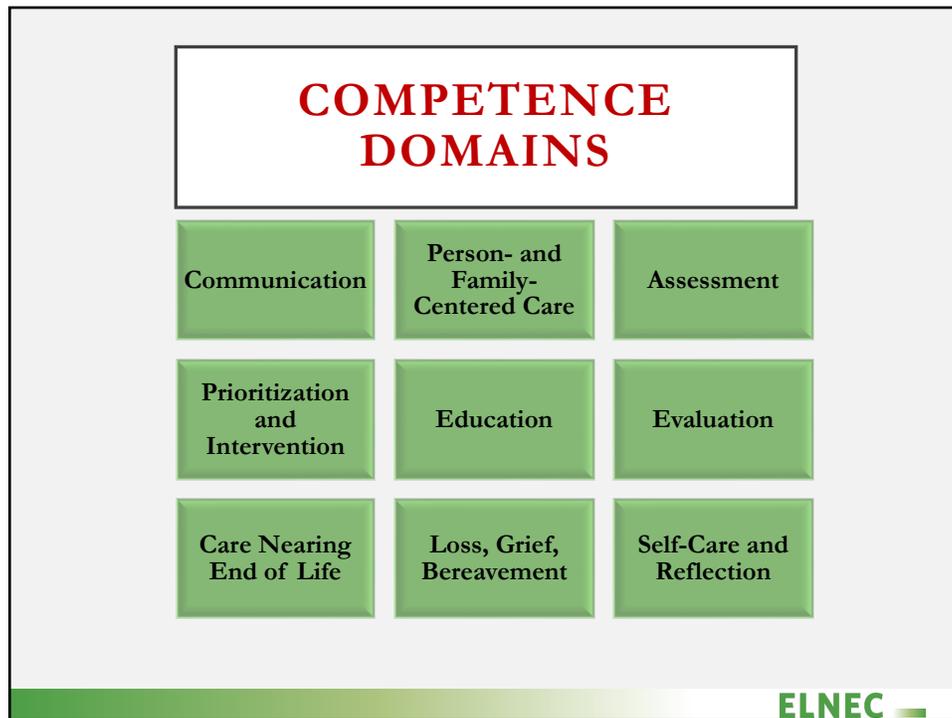


ASSUMPTIONS

1. Primary palliative care supports persons with serious illness or injury and their families, from the time of diagnosis across the lifespan and care settings.
2. The nurse plays a central role in integrating patients' values, preferences, and goals into holistic assessment, intervention, evaluation, and coordination of care.
3. The assessment tool evaluates the provision of primary palliative care by prelicensure students and entry-level nurses.
4. Use of the assessment tool presumes that the precursors have been part of the educational experiences of the individual being evaluated.

PRECURSORS

Application of key foundational nursing principles	Knowledge of primary palliative care domains	Exposure to / Experience	Personal insight related to caring for persons with serious illness or dying
<ul style="list-style-type: none"> Patient and Family Education Communication: Patient, Family, Interdisciplinary Shared Decision Making Person- and Family-Centered Care Ethical and Legal Concepts Culturally-Inclusive Care Comprehensive Patient Assessment (across biological, psychological, social, spiritual domains) Family Caregiving Assessment (knowledge, needs, capacity, resources) 	<ul style="list-style-type: none"> Structure and Processes of Care Physical Aspects of Care Psychological and Psychiatric Aspects of Care Social Aspects of Care Spiritual, Religious, and Existential Aspects of Care Cultural Aspects of Care Care of the Patient Nearing the End of Life Ethical and Legal Aspects of Care 	<ul style="list-style-type: none"> Caring for patients with serious illness or who are dying With serious illness conversations, such as goals of care conversations and family meetings Supporting and educating family members of someone with serious illness or dying 	<ul style="list-style-type: none"> Self-awareness of attitudes and comfort Perceived self-competence in performing PPC Reflective practice



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CONTACT US

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Palliative Care Evaluation Measures

- Pallcareed@up.edu
 - UNPCKS 2.0
 - CARES-PC 2.0 or G-CARES-PC 2.0
 - PPNC-CAT

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**STRATEGIES
FOR
USE IN
EDUCATION**

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NEXT WEBINAR

- **Fostering Student Well-being In and Through Palliative Care Education**
- **November 15, 2022, at 9 a.m. (PT)**

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