

# Expanding Palliative Care Through Undergraduate Nursing Education

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# ELNEC Has Led the Way in Palliative Nursing Education

- City of Hope
  - Textbooks
  - Curricula
  - Survey of faculty knowledge
- American Association of Colleges of Nursing
  - Peaceful Death Document: BSN Competencies in EOL care*



# Celebrating 16 Years of Providing Palliative Care Education

SINCE 2000



# ELNEC

END-OF-LIFE NURSING EDUCATION CONSORTIUM

*Advancing Palliative Care*

# Results of This Partnership....

## ELNEC

- 2000: Curriculum Developed
- 2001: 1<sup>st</sup> National ELNEC Course
- Currently 7 ELNEC Curricula:
  - ELNEC-Core
  - ELNEC-Geriatric
  - ELNEC-Pediatric Palliative Care
  - ELNEC-Critical Care
  - ELNEC-APRN
  - ELNEC-International
  - *Integrating Palliative Oncology Care into Doctor of Nursing Practice (DNP) Education and Clinical Practice*



# Accomplishments Since ELNEC's Inception



- From January, 2001 to November, 2016, **197** National ELNEC train-the-trainer courses have been held across the US and internationally
- Over **21,500** trainers
- Those trainers have gone back to their community and have educated over **645,000** healthcare professionals

# Other Accomplishments

- ELNEC trainers hold many courses each year (many are held by nursing faculty!)
  - 258 regional courses held in 2015
  - Representing 31 states, the District of Columbia, plus 10 international countries (e.g. China, Czech Republic, India, Japan, Mexico, Mongolia, Panama, Philippines, Saudi Arabia, Singapore)

# Other Accomplishments (cont.)

- 30+ articles published in peer-reviewed journals
- Used for interprofessional education
- National ELNEC Faculty work on key documents promoting palliative care through major national organizations:
  - Institute of Medicine
  - National Cancer Institute
  - National Consensus Project

# International Efforts to Disseminate ELNEC



- Presented in 6 of the 7 continents
- Translated into 8 languages
- Representing 90 countries
  - Teaching ELNEC courses
  - Presenting at international conferences
  - Meeting with Ministers of Health, Faculty in Schools of Nursing, etc



# ELNEC-Undergraduate Project

- Goal:

Advance primary palliative nursing care for patients with serious illness and their families by educating nursing students during their undergraduate nursing program

- Action Plan:

- 1) Re-assess state of palliative nursing education
- 2) Up-date AACN competencies
- 3) Develop on-line curriculum

- Funding: Cambia Health Foundation

# Timeline of the Project

- **July, 2015:** \$800,000 provided from Cambia Health Foundation & re-assessment of state of undergraduate palliative nursing education was initiated
- **October, 2015:** 25 palliative nursing leaders met to update the 1998 *AACN Peaceful Death Document* (PDD)
- **January, 2016:** The up-dated PDD, *CARES*, was unanimously approved by the AACN Board of Directors
- **February, 2016:** Work began on the on-line version of ELNEC-For Undergraduate Nursing Students
- **January, 2017:** On-line curriculum will be available from Relias Learning

# Why Is This Education So Important For Nursing Students?



- No other healthcare professional spends more time at the bedside than the nurse, supporting
  - Physical needs
  - Psychological needs
  - Social needs
  - Spiritual needs

# Why Is This Work So Important Clinically?

- Your students will be providing care to the most vulnerable in our society
- Education promotes confidence in orchestrating care for seriously ill, complex patients
- Your students' future employers will want them to have this education
  - 90% of hospitals have palliative care teams
  - Joint Commission provides advanced certification in palliative care

# ...And Why is This Education Important to Academia?

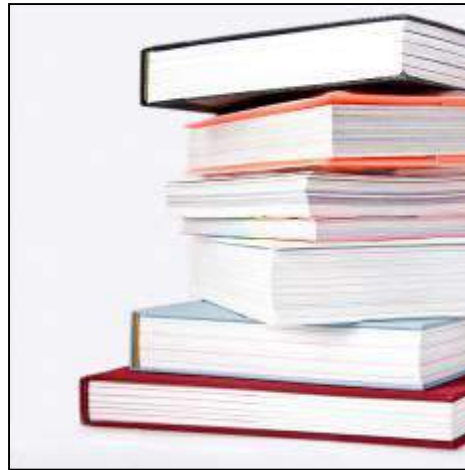
- *AACN CARES Document  
(Competencies and Recommendations  
for Educating Nursing Students)*  
<http://www.aacn.nche.edu/el nec/New-Palliative-Care-Competencies.pdf>

**However.....**

**NEW GRADUATE NURSES**

**CAN NOT PRACTICE WHAT**

**THEY DO NOT KNOW!**



# **Palliative Nursing Education Project for Undergraduate Nursing Students, Betty Ferrell, PI**

- 5 Step project
- July 1, 2015- June 30, 2018

# Step 1: Re-Assessment of Undergraduate Nursing Education

- #1: Review of nursing textbooks
- #2: Faculty surveys
- #3: NCSBN Survey (2011)



# #1: Review of Nursing Textbooks

- In 1999:
  - ~2% had end-of-life, hospice, palliative care content
- In 2015:
  - 16% more end-of-life, hospice, palliative care content added
  - 17.5% more chapters added
- *Most references were out-dated*

# #2: Faculty Surveys

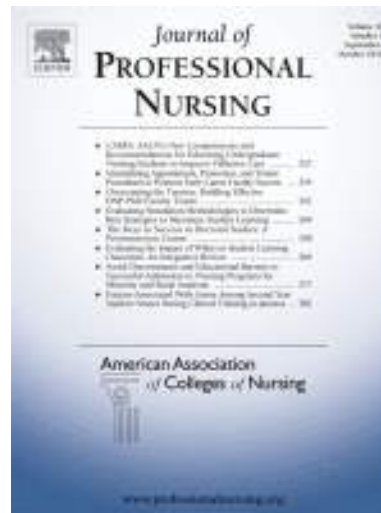
- N = 71, 33/50 states
- Introduction to Palliative Care, Pain & Symptom Management, Communication, Culture, Ethics, Loss/Grief/Bereavement, and Final Hours of Life: ~33% stated these topics were covered somewhere in their current curriculum
- Preparedness (scale of 0-10): Ranged from 4.6 – 6.1

## #3: NCSBN Survey (2011)

- 34/215 (16%) knowledge statements related to palliative care

# For More Information

- Ferrell, B, Malloy, P, Mazanec, P, Virani, R. (2016). CARES: AACN's New Competencies and Recommendations for Educating Undergraduate Nursing Students to Improve Palliative Care. *Journal of Professional Nursing, 32:5.*



# Step 2: Portland OR Summit: October, 2015

- Purpose: Revise and up-date AACN *Peaceful Death* (1998) Document
- Meeting of 25 nursing faculty & leaders in palliative care



# Results of the Summit

- Palliative CARES Document completed & sent to AACN (Dec, 2015)
- Discussion of key components of curriculum based on new competencies

# Step 3: Develop ELNEC- Undergraduate Curriculum

- Sought input from faculty across the country
- Developed six one-hour modules
- Modules can be taught online curriculum, in classroom, or hybrid of both methods
- Curriculum is able to be customized to your school's program

# What Topics Will Be Covered in the New On-Line Curriculum?

- #1: Introduction to Palliative Nursing Care
- #2: Communication in Palliative Nursing
- #3: Pain Management in Palliative Nursing
- #4: Symptom Management in Palliative Nursing
- #5: Loss, Grief, Bereavement
- #6: Final Hours of Life

\*Ethics & Culture content embedded across all 6 modules



# What Educational Methods Are Used in the On-Line Curriculum?

- Text
- Case Studies
- Vignettes
- Testimonials from national palliative care nursing leaders
- NCLEX-style Questions
- National resources to review (e.g. IOM reports, CARES, etc)

# Introduction to Palliative Nursing Vignette

# Throughout The New ELNEC Curriculum: Certain Themes

- Family as the unit of care



- Vital role of the nurse as advocate

# ELNEC Curriculum Themes (cont.)

- Importance of honoring culture



- Attention to special populations



- Palliative care impacts all systems of care

# ELNEC Curriculum Themes (cont.)

- Palliative care is for all patients with a serious, or life-threatening illnesses/sudden death and their families
- Palliative care should be provided across the disease trajectory and in all clinical settings
- Interprofessional care is essential for quality palliative care!



# ELNEC-Undergraduates Curriculum

- Prepares nursing students to meet the competencies of the AACN CARES Document
- Will ensure all nursing students have a basic preparation in primary palliative care by graduation

# Let's Take A Look

Trailer

# Ease of Access to the ELNEC-Undergraduate Curriculum





# Access and Implementation of the On-Line Curriculum Grant-Funded States

- Once a faculty administrator is identified from these 92 schools, that individual should contact Lauren Wilson at City of Hope ELNEC Project ([lrwilson@coh.org](mailto:lrwilson@coh.org)) for access
- The ELNEC project team will inform Relias Learning of the administrator, other faculty members teaching the curriculum, and approximate number of students needing access for that semester so that a portal for the school can be made.

# Access and Implementation of the On-Line Curriculum For The Other 46 States

- Once a faculty administrator is identified that individual should contact Relias Learning directly at [reliasacademy@reliaslearning.com](mailto:reliasacademy@reliaslearning.com) and give Relias the name of their school and the faculty member's phone number. Relias will then contact them.
- The faculty administrator will inform Relias Learning of the other faculty members teaching the curriculum, and approximate number of students needing access for that semester.

# Collaboration with Relias and Tech Support

- Relias will:
  - Provide tech support to the school for the curriculum; historically they have had very few technical problems with their on-line programs
  - After grant funding is up, school can pay for curriculum or can have student individually pay- whichever is easiest for school

# Cost of the Curriculum

- Available **free of charge to all 92 schools of nursing in the 4 Cambia-funded northwestern states** (OR, WA, UT, ID) for first year of use
- **\$29/student/12 months** use for all other schools of nursing and the grant-funded schools after the first year

# How Do I Get My Faculty to Embrace this Curriculum?

- Stress national mandates and trends in providing this care:
  - 2014 IOM Report, *Dying in America*
  - 2013 NCP *Clinical Practice Guidelines for Quality Palliative Care*
  - 2013 IOM Report, *Delivering High Quality Cancer Care...*

# What Is Your Role as Faculty?

- You have the vision for how this content can be used to improve your students' nursing care & care in your community
- You are committed to this education
- Share this commitment with your faculty and leaders on your curriculum committee
- Identify a faculty administrator for the curriculum and have the administrator contact [lrwilson@coh.org](mailto:lrwilson@coh.org) (for Schools in WA, OR, ID, UT)
- For other 46 states, contact [reliasacademy@reliaslearning.com](mailto:reliasacademy@reliaslearning.com)

# Evaluation Process

- Evaluation involves 2 components:

## Students-

- Students will take a 10 NCLEX-style question quiz at the end of each module (80% mastery)
- Relias will keep scores/statistics which the faculty administrator can access at any time

## Curriculum-

- As part of grant, we will be assessing faculty perceptions of pre and post curriculum changes in student knowledge and comfort with palliative care concepts from the four grant-funded states

# Frequently Asked Questions

- **Do we teach all modules in one course, or can we spread it out over the curriculum?** We recommend students complete all 6 modules in one year in order to benefit from one year contract and to front-load the concepts early in program
- **Is this curriculum appropriate for RN-BSN students or graduate nursing students?** These modules are developed for undergraduate nursing students with very limited clinical experience. RN- BSN students would benefit from the ELNEC-Core Curriculum.
- **Does the faculty need to be ELNEC-Trained to teach this curriculum?** Nursing faculty are encouraged to attend a national ELNEC train-the-trainer course to learn more advanced content, but it is not required.



# Frequently Asked Questions (cont.)

- **Since this is an on-line course that is already developed, what will the faculty responsibility be?** Since this material is sensitive, faculty should plan to review the on-line modules with students in either a face-to-face or on-line format. It will be essential to debrief with your students after each module and for faculty to be available to answer questions.
- **Who are the contacts at the National ELNEC Project Office in case there are additional questions/concerns?**  
Polly Mazanec, PhD, ACNP-BC, AOCN<sup>®</sup>, ACHPN, FPCN, Co-Investigator ELNEC- for Undergraduates ([pmm@case.edu](mailto:pmm@case.edu))  
Lauren Wilson, ELNEC Project Coordinator ([lrwilson@coh.org](mailto:lrwilson@coh.org))

# **Any Additional Questions?**

**Thank you for helping to improve care to patients with serious illness and their families by preparing your undergraduate nursing students to provide this important care!**