

Advancing Palliative Care Education in Schools of Nursing 2023 Innovations Series

ELNEC Undergraduate/New Graduate
Module 3 – Pain Management in Palliative Care
May 2023



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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



Historical Context

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

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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)

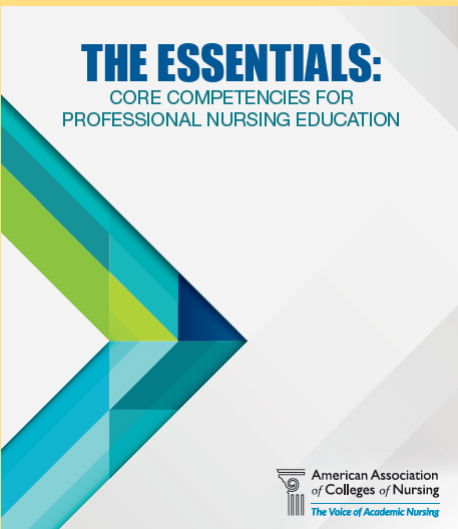
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ELNEC HISTORY

- 2000: Curriculum Developed
- 2001: 1st 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)**



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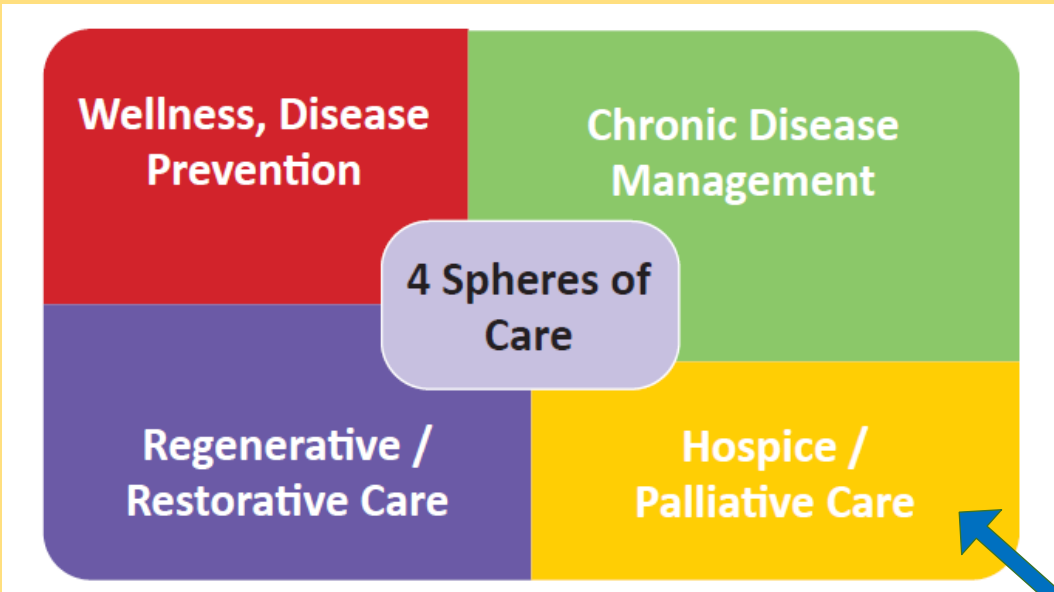
ESSENTIALS MODEL

| LEVEL 1 | LEVEL 2 |
|--|---|
| <p>AACN Essentials</p> <p>Entry-Level Professional Nursing Education sub-competencies</p> <p>Used by programs preparing a nurse for an initial professional nursing degree.</p> | <p>AACN Essentials</p> <p>Advanced-Level Nursing Education sub-competencies — and — Specialty/role requirements/competencies</p> <p>Used by programs preparing a nurse for an advanced nursing practice specialty or advanced nursing practice role.</p> |

(AACN, 2021, p. 17)

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>

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Wellness, Disease Prevention

Chronic Disease Management

4 Spheres of Care

Regenerative / Restorative Care

Hospice / Palliative Care

Figure 2: Four Spheres of Care (AACN, 2021, p. 19)

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CARES COMPETENCY STATEMENTS 2nd Edition 2022



**Primary Palliative Care Competencies for Undergraduate and Graduate
Nursing Students (CARES/G-CARES, 2nd ed)**

Entry-level Professional Nursing

CARES (2016) = 17 competency statements

CARES (2nd ed., 2022) = 15 competency statements

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CARES COMPETENCY STATEMENTS

#10: Utilize **evidence-based tools** to perform a holistic health assessment of pain and other symptoms, considering physical, psychological, social, and spiritual needs.

#11. **Synthesize assessment data** to develop and implement plans of care that address physical, psychological, social, and spiritual needs, utilizing holistic, evidence-based approaches.

12. Conduct **ongoing reassessment and evaluation** of patient outcomes, modifying the plan of care as needed to be consistent with goals of care.

13. **Provide culturally sensitive care that is responsive to rapidly changing physical**, psychological, social, and spiritual needs during the dying process and after death.

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PRIMARY PALLIATIVE CARE EDUCATION

ELNEC Undergraduate/New Graduate

Evidence-based palliative care education

1. Introduction to Palliative Nursing (Jan,2023)
2. Communication in Serious Illness (March,2023)
3. **Pain Management** in Palliative Care (May, 2023)
4. Symptom Assessment and Management (Fall, 2023)
5. Loss, Grief, and Bereavement (Fall, 2023)
6. Final Hours (Fall, 2023)

2017, 2020

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ELNEC Undergraduate/New Graduate

↑ 1104 Undergraduate Schools

ELNEC Graduate

↑ 375 Schools








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Content Warning



The teaching team recognizes that some of the content may stir up past trauma or difficult experiences. In this course we strive to practice healthy engagement which means if you ever feel distressed by course content or class conversation, if you need to remove yourself from the situation and follow up with your faculty, please do.



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SIMULATION – SAFE CONTAINER



Establish the basic assumption: 'Everyone participating in activities in this facility are intelligent, capable, cares about doing their best, and wants to improve.'

We recognize that simulation often deals with heavy topics, and our personal experiences may affect how we respond to these scenarios. We remind you that your own mental and emotional health is just as important as your patients' and encourage you to take time to care for yourself as well.

Please remind students that it is ok to become emotional, and they may step out of the debriefing space to collect themselves at any point if needed.

Because this simulation deals with sensitive topics, readings, and experiences, we want to be sure that you know where to turn, should you need added support as you prepare for and experience this simulation. Here are more details about how to access support and care. Please note that services are sometimes related to where you are now living and who is licensed to provide care in that location.

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LET'S TAKE A CLOSER LOOK

ELNEC UNDERGRADUATE/ NEW GRADUATE MODULE 3:

Pain Management in Palliative Care

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For assistance in viewing and/or navigating this module, click the "Help" button located in the top right.

RELIAS

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Q&A SESSION

DIALOGUE WITH DR. PAICE

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Activity #1:

Everyone – share how you are incorporating palliative care education and specifically pain principles. Remember we are all doing different things and at different places with this so if you don't know, that's okay too! How can we help each other to advance palliative care education?

Activity #2:

Review Pain Core Supplemental materials – Case Study on page 8: How might you use this in what course?
 OR read together the Teaching Tips for Educators on page 16.
 Discuss how you might integrate these ideas or how you already ARE, in the classroom, simulation, and/or clinical settings.

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**PRIMARY PALLIATIVE NURSING CARE
 COMPETENCE ASSESSMENT TOOL (LIPPE & DAVIS, 2022) ©**

| | |
|--|---|
| | Using standardized tools, performs comprehensive assessment of: |
| | <ul style="list-style-type: none"> • Symptoms common in serious illness |
| ASSESSMENT | <ul style="list-style-type: none"> • Pain and its meaning • Social determinants of health and needs • Spiritual, religious, and existential status and needs • Psychological status, coping and needs • Caregiver knowledge, stressors, capacity, resources, and needs |
| | Prioritizes and implements holistic evidence-based (nonpharmacological and pharmacological) interventions to address: |
| PRIORITIZATION AND INTERVENTION | <ul style="list-style-type: none"> • Physical concerns and needs (pain and other symptoms) • Social concerns and needs • Spiritual, religious, and existential concerns and needs • Psychological needs and coping • Caregiver concerns and needs • Advocates for resources to address complex concerns and needs across physical, psychological, spiritual, and social domains |
| | Educates patients and families regarding: |
| EDUCATION | <ul style="list-style-type: none"> • Specialty palliative care or hospice services when appropriate • Ongoing pain and symptom management • Signs and symptoms of imminent death |
| EVALUATION | Continuously reassesses outcomes and modifies plan when needed, in alignment with goals of care |
| CARE NEARING END OF LIFE | Assesses patient and family preferences for setting of care, treatment decisions, and wishes in preparation for death. |
| | Adjusts care to rapidly changing needs (physical, psychological, social, and spiritual) during the imminent death period. © |

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RESOURCES

- 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>
- AACN/ELNEC Faculty Corner: <https://www.aacnnursing.org/elneec/elneec-school-of-nursing-faculty-corner>
- Lippe, M. & Davis, A. (2023). Development of a primary palliative care competence model and assessment tool: A mixed methods study. *Nursing Education Perspectives*, 44(2),76-81.

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AACN / ELNEC FACULTY CORNER FOR SCHOOLS OF NURSING



<https://www.aacnnursing.org/elneec/elneec-school-of-nursing-faculty-corner>

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