

**Academic Innovations in the
Hospice/Palliative/Supportive Sphere
of Care:
Promoting Excellence in Competency-
Based Nursing Education**

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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

- Share updates to the AACN and ELNEC endorsed entry- and advanced-level palliative care competency statements (CARES and G-CARES).
- Describe of a crosswalk document that aligns the AACN Essentials with CARES and G-CARES
- Explore how resources may be used for course and faculty development and curricular evaluation.
- Present the development and use of tools to evaluate palliative and end-of-life proficiency (knowledge and competence)

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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



American Nurses Association, & Hospice and Palliative Nurses Association. (2017). *Call for Action: Nurses Lead and Transform Palliative Care*. American Nurses Association. <https://www.nursingworld.org/~497158/globalassets/practiceandpolicy/health-policy/palliativecareprofessionalissuespanelcallforaction.pdf>

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Clinical Practice Guidelines for Quality Palliative Care
4th edition

NATIONAL CONSENSUS PROJECT
FOR QUALITY PALLIATIVE CARE

NATIONAL COALITION FOR HOSPICE AND PALLIATIVE CARE

National Consensus Project for Quality Palliative Care. (2018). Clinical Practice Guidelines for Quality Palliative Care (4th ed.). *National Coalition for Hospice and Palliative Care*. <https://www.nationalcoalitionhpc.org/ncp>

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JAMA Health Forum.

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>



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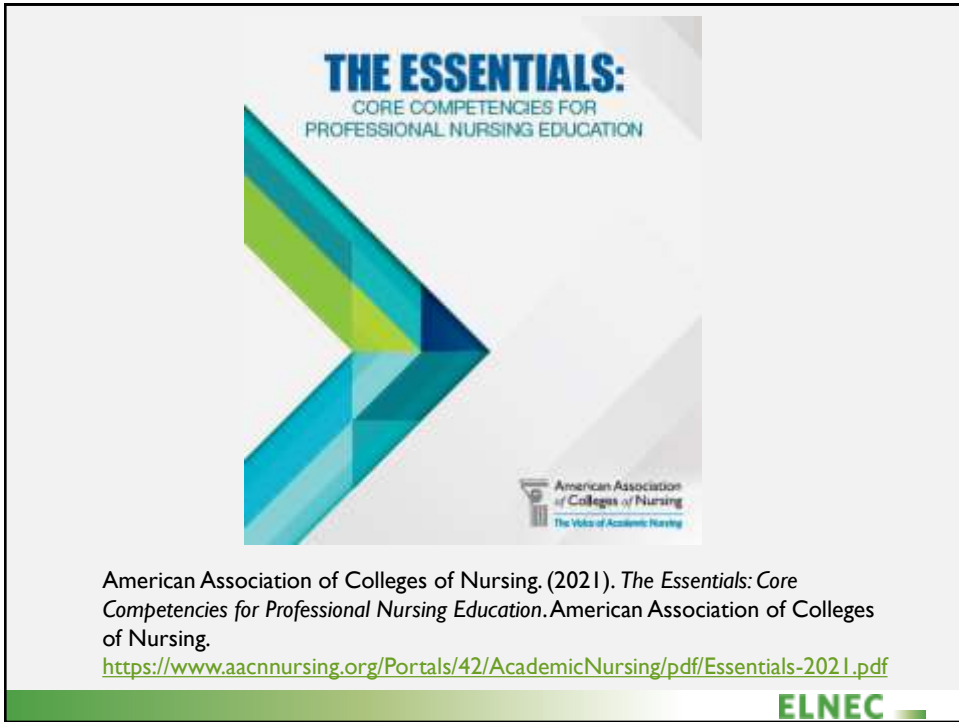
CARES:
Competencies And Recommendations for Educating Undergraduate Nursing Students
Preparing Nurses to Care for the Seriously Ill and their Families

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.

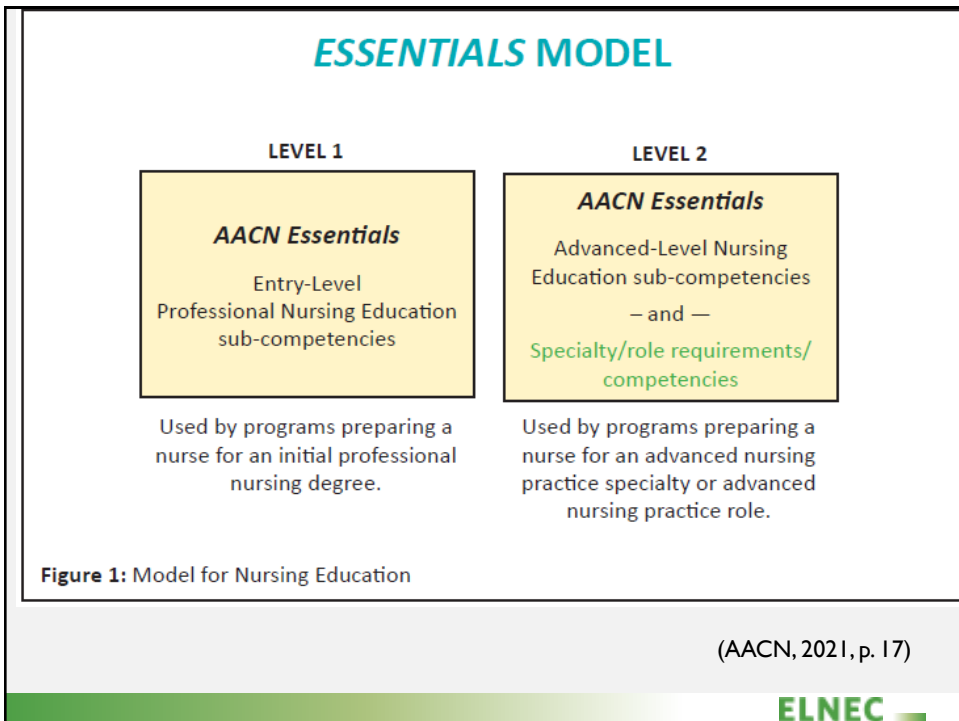


Preparing Graduate Nursing Students to Ensure Quality Palliative Care
for the Seriously Ill & Their Families

American Association of Colleges of Nursing.
(2019). *Preparing Graduate Nursing Students to Ensure Quality Palliative Care for the Seriously Ill & Their Families.* American Association of Colleges of Nursing.



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(AACN, 2021, p. 19)

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ESSENTIALS: DOMAINS, COMPETENCIES & SUB-COMPETENCIES

1. Knowledge for Nursing Practice
2. Person-Centered Care
3. Population Health
4. Scholarship for the Nursing Discipline
5. Quality and Safety
6. Interprofessional Partnerships
7. Systems-Based Practice
8. Informatics and Healthcare Technologies
9. Professionalism
10. Personal, Professional, and Leadership Development

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ESSENTIALS: CONCEPTS

- Clinical Judgement
- Communication
- Compassionate Care
- Diversity, Equity, and Inclusion
- Ethics
- Evidence-Based Practice
- Health Policy
- Social Determinants of Health

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CARES/G-CARES (2ND ED.) TEAM



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Updated palliative care competencies for entry-to-practice and advanced-level nursing students: New resources for nursing faculty

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Lippe, M., Davis, A., Stock, N., Mazanec, P., & Ferrell, B. (2022). Updated palliative care competencies for entry-to-practice and advanced-level nursing students: New resources for nursing faculty. *Journal of Professional Nursing*, 42, 250–261.
<https://doi.org/10.1016/j.profnurs.2022.07.012>

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COMPETENCY STATEMENT REVISION PROCESS

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



Endorsed March 2022

American Association
of Colleges of Nursing

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CARES (2ND ED.)

*Competencies And Recommendations for
Educating Undergraduate Nursing Students*

Entry-level professional nurses should achieve the following by the end of their formal nursing education

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1. **Advocate** for and promote integration of palliative care for patients with serious illness or injury and their families **across the disease trajectory** as essential to quality care.
2. Consider the complex and evolving **socio-economic** factors that influence **equitable** palliative care delivery within health care systems.
3. **Reflect** on one's ethical, cultural, and spiritual values and their influence on relationships in palliative care.
4. Demonstrate respect for **diversity, equity, and inclusion** as essential for the delivery of culturally sensitive, quality palliative care.

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5. Communicate effectively, **respectfully**, and compassionately with patients, families, interprofessional team members, and the public about palliative care.
6. Collaborate effectively **within the interprofessional team to coordinate the delivery of high-quality palliative care across healthcare settings.**
7. Demonstrate respect for **person-centered care** by aligning the plan of care with patient and family values, beliefs, preferences, and goals of care.
8. Apply ethical principles, **social justice, and moral courage** in the care of patients with serious illness, their families, and communities.

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9. **Comply** with state and federal laws and institutional policies relevant to the care of patients with serious illness and their families.
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.

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13. Provide culturally sensitive care that is responsive to rapidly changing physical, psychological, social, and spiritual needs during the dying process and after death.
14. **Support** patients, families, and team members to cope with suffering, grief, loss, and bereavement.
15. Implement self-care **behaviors** to cope with the **experience of caring for seriously ill and dying patients and their families.**

G-CARES (2ND ED.)

*Graduate Competencies And Recommendations for
Educating Undergraduate Nursing Students*

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.

**ALIGNMENT WITH AACN
ESSENTIALS**

Alignment of CARES (2nd ed) and AACN Essentials Entry-Level Professional Nursing Education: Competencies and Sub-Competencies

CARES Statement	Entry-Level Professional Nursing Education (Level 1)		
	Domains	Competencies	Sub-competencies
1. Advocate for and promote integration of palliative care for patients with serious illness or injury and their families across the disease trajectory as essential to quality care.	1: Knowledge for Nursing Practice	1.1	1.1a, 1.1b, 1.1c, 1.1d
		1.2	1.2a, 1.2c
	2: Person-Centered Care	2.5	2.5a
		2.7	2.7b, 2.7c
		2.9	2.9b
	3: Population Health	3.1	3.1h
		3.2	3.2b
		3.4	3.4d
		3.5	3.5a, 3.5b, 3.5c, 3.5d, 3.5e
		4: Scholarship for the Nursing Discipline	4.1
		4.2	4.2c, 4.2d
	5: Quality and Safety	5.1	5.1a, 5.1f

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Alignment of CARES (2nd ed) and AACN Essentials Concepts for Nursing Practice

CARES Statement	AACN Concepts for Nursing Practice							
	Clin. Judg.	Comm.	Comp. Care	DEI	Ethics	EBP	H. Policy	SDH
1. Advocate for and promote the integration of palliative care as essential to quality care across the disease trajectory for persons with serious illness and their families.		X		X	X	X	X	X
2. Consider the complex and changing socio-economic factors that influence equitable access and delivery of palliative care across health care systems.	X			X	X	X		X
3. Reflect on one's ethical, cultural, and spiritual values and their influence on interpersonal interactions in palliative care.		X	X	X	X			
4. Demonstrate respect for diversity, equity, and inclusion as essential for culturally sensitive, quality palliative care.	X	X	X	X	X	X		X

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Alignment of AACN *Essentials* Entry-Level Professional Nursing Education (Level 1) Sub-Competencies and *CARES* (2nd ed)

Entry-Level Professional Nursing Education (Level 1)			
Domains	Competencies	Sub-competencies	<i>CARES</i> Statement
1: Knowledge for Nursing Practice	1.1	1.1a	1, 7, 13
		1.1b	1, 11, 13
		1.1c	1, 13
		1.1d	1, 6, 13
	1.2	1.2a	1, 8, 11, 13
		1.2b	No alignment
		1.2c	1, 2, 4
		1.2d	3, 8
		1.2e	8, 13
	1.3	1.3a	11, 13
		1.3b	11, 13
		1.3c	8, 11, 13

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**CARES (2ND ED.) &
LEVEL-1 ESSENTIALS
FREQUENCIES**

Domain 1: Knowledge for Nursing Practice			
1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines	N	1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.	N
1.1a	3	1.2a	4
1.1b	3	1.2b	0
1.1c	2	1.2c	3
1.1d	3	1.2d	2
		1.2e	2

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IDEAS FOR USE AMONG SCHOOLS OF NURSING

- Faculty Development
- Curricular Self-Assessment
- Align with course or individual module objectives
- Course Activity Design
- Simulation Scenarios

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EVALUATING LEARNING IN PALLIATIVE CARE NURSING EDUCATION

Tools and Strategies

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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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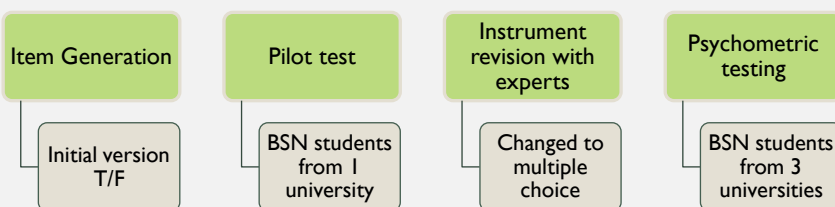
UNDERGRADUATE NURSE PALLIATIVE CARE KNOWLEDGE SURVEY (UNPCKS)

- 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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UNPCKS DEVELOPMENT



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RESULTS

- All questions aligned with CARES statements and NCP Domains
- Exploratory factor analysis revealed two primary factors:
 - Principles of Palliative Care
 - Pain and Provider Self-Care
- Content validity established by the expert panel
- UNPCKS 2.0 currently begin evaluated
 - 20 items based on prior EFA
 - Future analysis with CFA

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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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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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COMPETENCY (SKILLS)

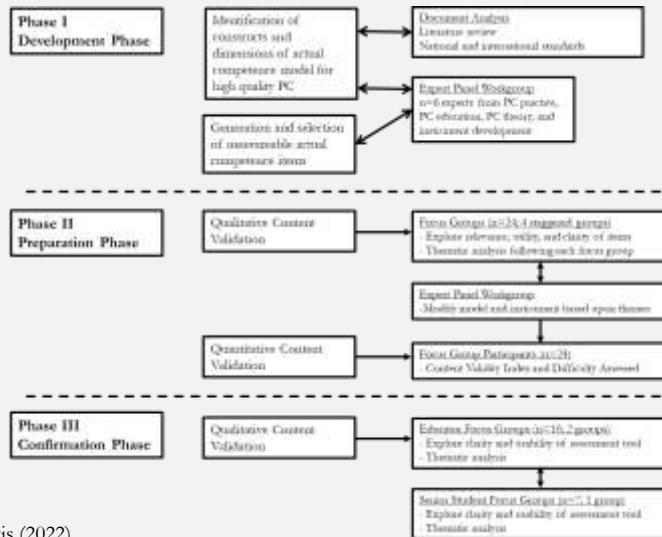
Nursing Students Competence Instrument (NSCI)
Lin, Wu, Hsiao, Han, & Hung (2017)

- 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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PRIMARY PALLIATIVE NURSING CARE-COMPETENCY ASSESSMENT TOOL (PPNC-CAT)



Lippe & Davis (2022)

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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.

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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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COMPETENCE DOMAINS

Communication

Person- and
Family-
Centered Care

Assessment

Prioritization
and
Intervention

Education

Evaluation

Care Nearing
End of Life

Loss, Grief,
Bereavement

Self-Care and
Reflection

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ELNEC Undergraduate/ New Graduate

- ❖ 917 Undergraduate Schools
- ❖ 80,659 completions



ELNEC Graduate

- ❖ 346 Schools
- ❖ 1806 completions



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CONTACT US

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Palliative Care Evaluation Measures

- Pallcareed@up.edu

- UNPCKS 2.0
- PPNC-CAT

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DISCUSSION

- Please share with 2-3 people, what you are currently doing related to primary palliative care education (if you know)
- Do you have ideas about how you might integrate primary palliative care education into existing courses?
- What are your strengths in being able to advance primary palliative care education at your school?
- What do you or others need to move forward in integrating primary palliative care education at your school?

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