

TOPIC: FAMILY-FOCUSED PALLIATIVE CARE IN DIFFICULT DECISION MAKING

Description	The purpose of this video is to illustrate a therapeutic communication encounter with a patient with moderate dementia and chronic kidney failure as she and her family face difficult decision making. The principles in this video align with concepts taught in: <ul style="list-style-type: none">• ELNEC Undergraduate/New Graduate<ul style="list-style-type: none">○ Module 1: Introduction to Palliative Care○ Module 2: Communication• ELNEC Graduate<ul style="list-style-type: none">○ Module 1: Introduction to Palliative Care○ Module 2: Communication
Learning Objectives	Upon completion, the learner will be able to: <ol style="list-style-type: none">1. Discuss strategies for effective communication with patients and their families who are at a critical transition in their disease trajectory.2. Recognize the need for a goals of care conversation.3. Identify the need for a timely palliative care referral.
Faculty Instructions	<ol style="list-style-type: none">1. Students should watch the entire video at least once. The video can be shown additional times to inform discussion and debriefing.2. Then debrief about what went well/opportunities to improve engagement or different approaches than presented in the scenario. Topics to explore include communication, shared decision-making, family-focused care, and cultural humility. It may be helpful to review the Ask-Tell-Ask strategy (in Debriefing Resources below).<ol style="list-style-type: none">a. ASK: This involves opening with a question.b. TELL: After listening attentively, respond with what you know to be the truth.c. ASK: At the end of the conversation, make sure you end with an open-ended question to allow the patient to continue the conversation.

DEBRIEFING RESOURCES

ASK-TELL-ASK in the Vignette		
First Use in the Video	ASK	Might you share with me your recollection of what the doctor shared?
	TELL	Yes, dialysis requires a lot of time for travel and the treatment. For most patients the dialysis sessions are three days each week and can last approximately four hours each session. Feeling tired afterward can be a common experience, but it is hard to know how each person will feel.
	ASK	Does that help clarify?
Second Use in the Video	ASK	What are your thoughts about dialysis Mrs. Jimenez?
	TELL	It can be very overwhelming to make a decision like this. We have people on our team who help patients and their families discuss what is important to them and assist with making healthcare decisions. They can also help you put your preferences in writing.
	ASK	Would it be okay if I asked them to meet with you?

Articles to Support Teaching and Debriefing	
<ul style="list-style-type: none"> • Center to Advance Palliative Care. (n.d.) <i>Cultural Humility in Caring for People with Serious Illness</i>. Center to Advance Palliative Care. https://www.capc.org/cultural-humility-in-palliative-care/ • Crist, J. D., Ortiz-Dowling, E. M., Shea, K. D., & Phillips, L. R. (2019). Knowledge gaps about end-of-life decision making among Mexican American older adults and their family caregivers: An integrative review. <i>Journal of Transcultural Nursing</i>, 30(4), 380-393. • Kuosmanen, L., Hupli, M., Ahtiluoto, S., & Haavisto, E. (2021). Patient participation in shared decision-making in palliative care - an integrative review. <i>Journal of Clinical Nursing</i>, 30(23-24), 3415-3428. https://doi.org/10.1111/jocn.15866 • National Consensus Project for Quality Palliative Care. (2018). <i>Clinical Practice Guidelines for Quality Palliative Care</i> (4th ed.). National Coalition for Hospice and Palliative Care. https://www.nationalcoalitionhpc.org/ncp 	

Curricular Alignment- Undergraduate Programs

Competencies And Recommendations for Educating Nursing Students (CARES, 2nd. ed.)

- #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.
- #4 Demonstrate respect for diversity, equity, and inclusion as essential for the delivery of culturally sensitive, quality palliative care.
- #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.

Alignment with AACN Essentials: Entry-Level Professional Nursing Education		
Domains	Competencies	Sub-Competencies
Knowledge for Nursing Practice	1.2	1.2a, 1.2c
Person-Centered Care	2.1 2.2 2.3 2.4 2.5 2.8 2.9	2.1a, 2.1c 2.2a, 2.2b, 2.2d, 2.2f 2.3a, 2.3f 2.4a 2.5a, 2.5b, 2.5g 2.8d 2.9a, 2.9c
Interprofessional Partnerships	6.1 6.4	6.1a, 6.1d, 6.1e, 6.1f 6.4a, 6.4b, 6.4d
Professionalism	9.1 9.2 9.3 9.5 9.6	9.1c, 9.1g 9.2a, 9.2c, 9.2d, 9.2e, 9.2g 9.3g 9.5c 9.6a
Personal, Professional, and Leadership Development	10.2	10.2f

Alignment with AACN Essentials Concepts:

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

Resource: American Association of Colleges of Nursing and End-of-Life Nursing Education Consortium (2021). Primary palliative care competencies for undergraduate and graduate nursing students (CARES/G-CARES, 2nd ed): Alignment with the 2021 AACN Essentials.

<https://www.aacnnursing.org/Portals/42/AcademicNursing/Tool%20Kits/Essentials/Alignment-CARES-G-CARES-Essentials.pdf>

Curricular Alignment- Graduate Programs

Graduate Competencies And Recommendations for Educating Nursing Students (G-CARES, 2nd. ed.)

- #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.
- #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.

Alignment with AACN Essentials: Advanced-Level Professional Nursing Education		
Domains	Competencies	Sub-Competencies
Knowledge for Nursing Practice	1.2	1.2f, 1.2i
Person-Centered Care	2.1 2.2 2.3 2.4 2.5 2.6 2.9	2.1d, 2.1e 2.2g, 2.2j 2.3h 2.4f 2.5h 2.6e, 2.6j 2.9h
Interprofessional Partnerships	6.1 6.4	6.1i, 6.1j 6.4g
Professionalism	9.1 9.2 9.3 9.5 9.6	9.1i 9.2h, 9.2j, 9.2k, 9.2l 9.3i 9.5g 9.6d, 9.6g, 9.6h

Alignment with AACN Essentials Concepts:

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