

ADVANCING PALLIATIVE CARE EDUCATION IN  
SCHOOLS OF NURSING 2023 INNOVATIONS SERIES

**ELNEC Graduate**

**Module 5– Final Hours**

December 2023

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**Special Guests:**

***Susan Meskis, DNP, RN (she, her)***

Assistant Professor  
University of Alaska Anchorage School of Nursing

## 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>



## 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)**

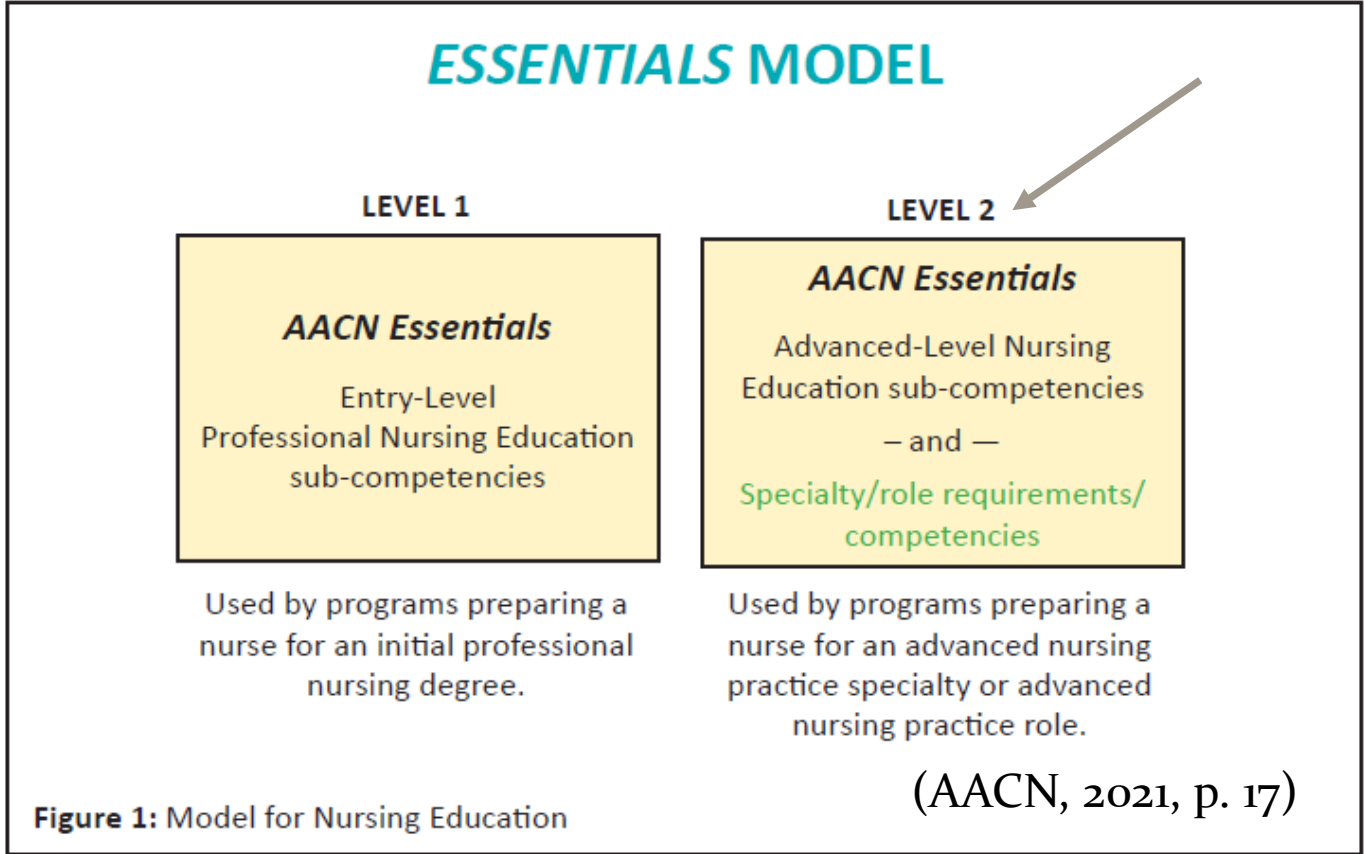
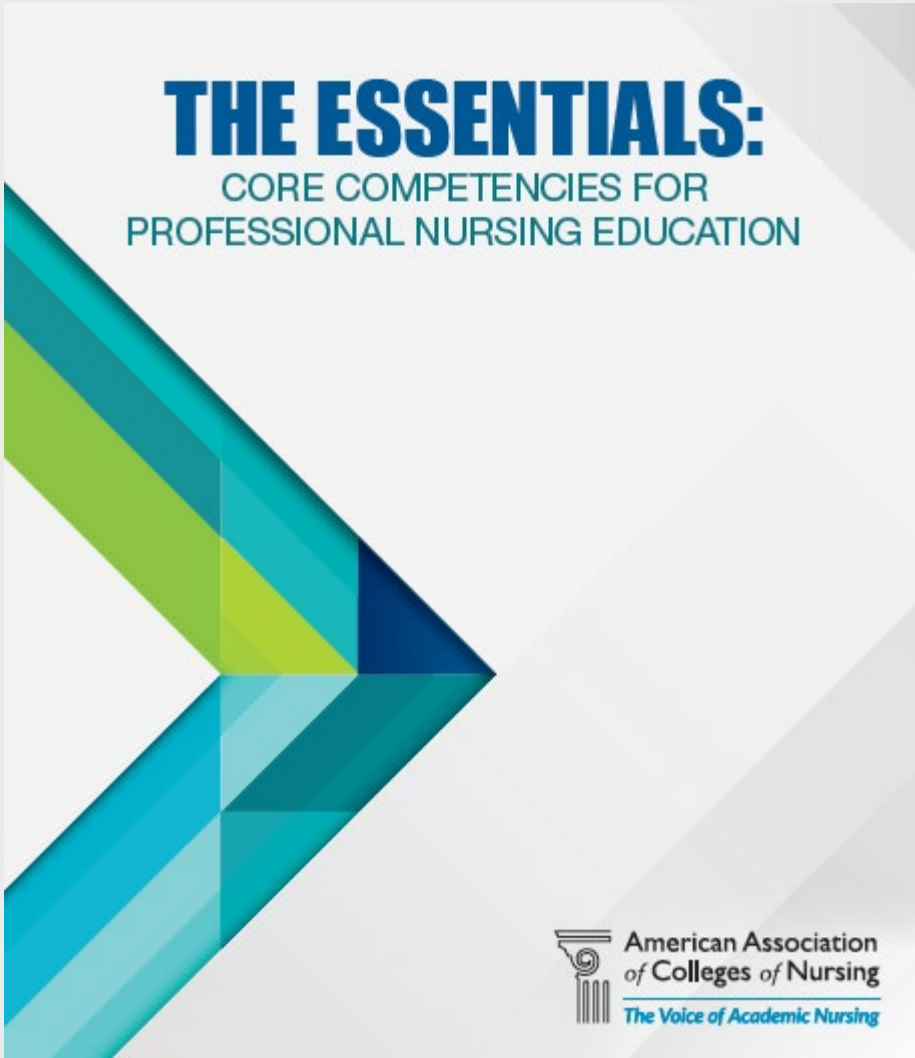
# ELNEC HISTORY

2000: Curriculum Developed

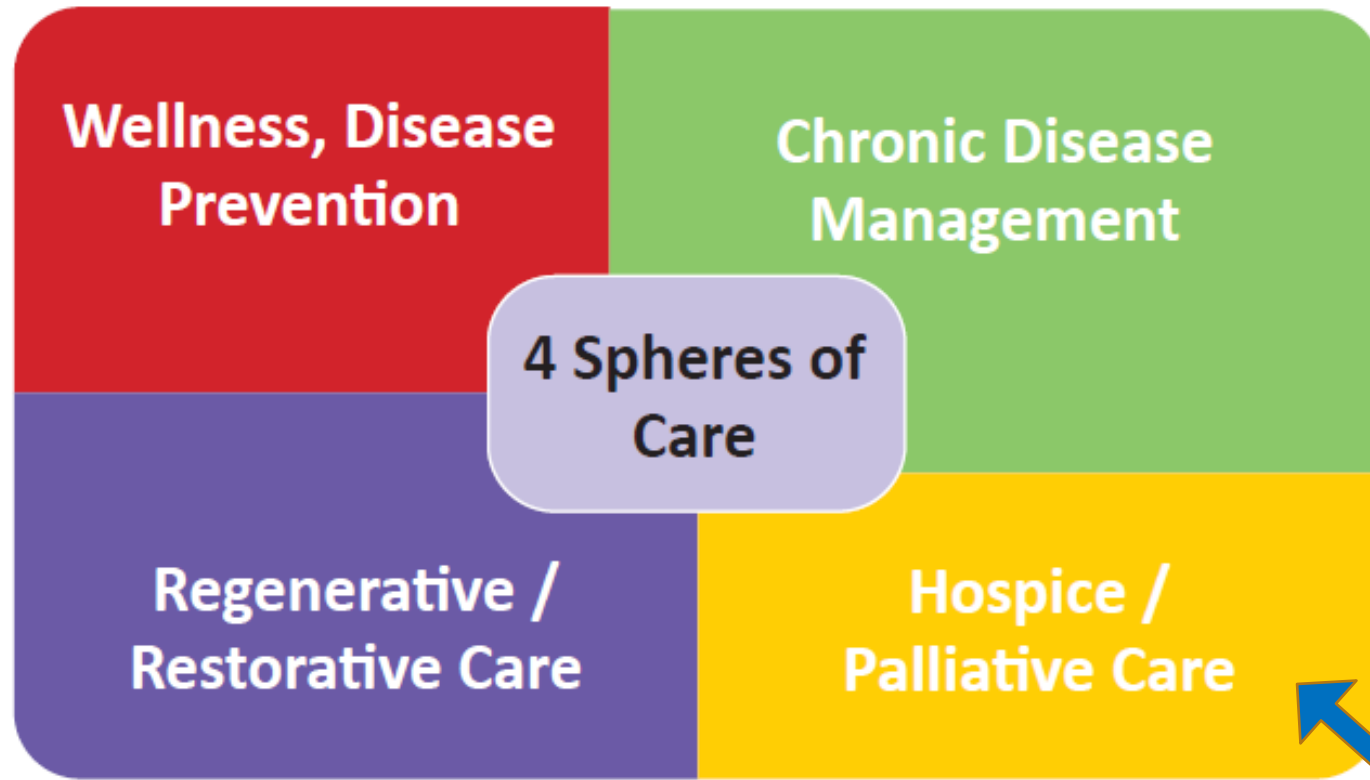
2001: 1<sup>st</sup> National ELNEC Course

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)



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>



**Figure 2: Four Spheres of Care**

(AACN, 2021, p. 19)



American Association  
of Colleges of Nursing



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

Originally released in 2019 then revised in 2022

### Advanced-Level Nursing

- Original G-CARES (2019) = 8 (All graduate Masters/DNP) + 5 Direct Care
- Revised G-CARES (2nd ed.) = 12 competency statements

# G-CARES ALIGNMENT WITH AACN DOMAINS

- **G-CARES #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.*

- **AACN Domains:**

#1 Knowledge for Nursing Practice

#2: Person-Centered Care

#3: Population Health

#4: Scholarship for the Nursing Discipline

#5: Quality and Safety

#6: Interprofessional Practice

#7: Systems-Based Practice

#8: Informatics and Healthcare Technologies

#9: Professionalism

#10: Personal, Professional and Leadership

Lippe, Davis, Stock, Mazanec, & Ferrell, 2022



# G-CARES ALIGNMENT WITH AACN DOMAINS

**G-CARES #12:** *Contribute to an environment that fosters well-being for self, patients, families, and team members to cope with suffering, grief, loss, and bereavement.*

## AACN Domains:

#1 Knowledge for Nursing Practice

#2: Person-Centered Care

#5: Quality and Safety

#6: Interprofessional Partnerships

#8: Informatics and Healthcare Technologies

#9: Professionalism

#10: Personal, Professional and Leadership

Lippe, Davis, Stock, Mazanec, & Ferrell, 2022

# ELNEC GRADUATE WEBINARS





**ELNEC**  
**Undergraduate/New Graduate**     1172 Schools



**ELNEC Graduate**     393 Schools





## ELNEC GRADUATE MODULE 5 OBJECTIVES

1. Discuss the role of the APRN in preparing the patient and family for death.
2. Integrate the essential elements of compassionate and effective communication into clinical practice during end-of-life care.
3. Incorporate patient and family cultural values and spiritual practices and beliefs into quality end-of-life care.
4. Discuss benefits and burdens of selected ethical end-of-life issues.
5. Assess and manage pain and symptoms common at end of life (EOL).
6. Support patients and families experiencing loss and grief.
7. Refer persons demonstrating behaviors of complicated bereavement for appropriate psychosocial and spiritual care.

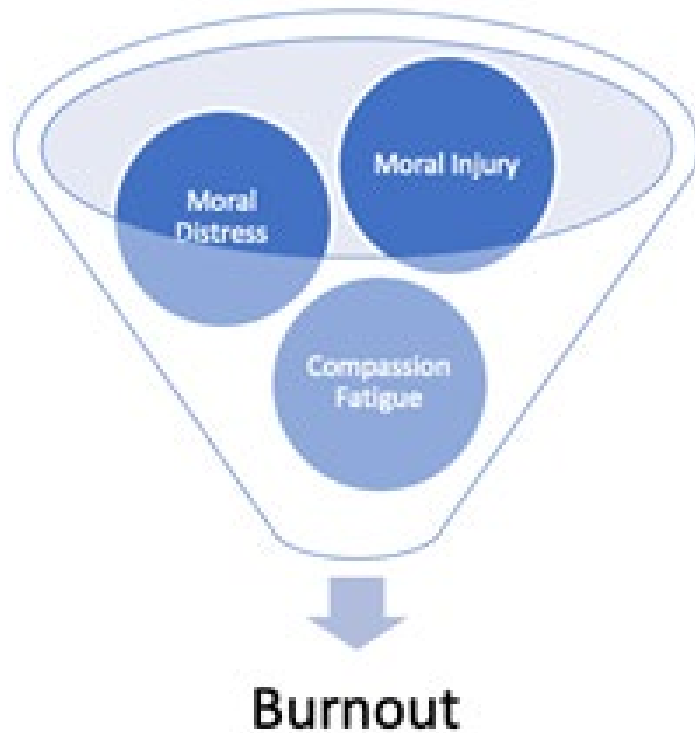
# Let's Take a Closer Look!



## SPECIAL CONSIDERATIONS

- Loss, Grief, Bereavement AND Final Hours
- Impact of formal (lack of) education on student knowledge
- Personal experiences with loss and grief
- Potential for moral distress and residue

# IMPACTS ON HEALTHCARE PROFESSIONALS



- Cumulative Loss
- Ethical Dilemmas of Non-Beneficial/Futile Care
- Moral Distress
- Moral Injury
- Moral Residue
- Compassion Fatigue
- Burnout

# ANTECEDENTS OF PSYCHOLOGICAL SAFETY



**Figure 1** Antecedents of psychological safety.

Kolbe et al. (2019)

STRATEGIES TO  
PROMOTE  
PSYCHOLOGICAL  
SAFETY

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Content Warning (?)

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Give Permission

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Flexibility

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Follow-up

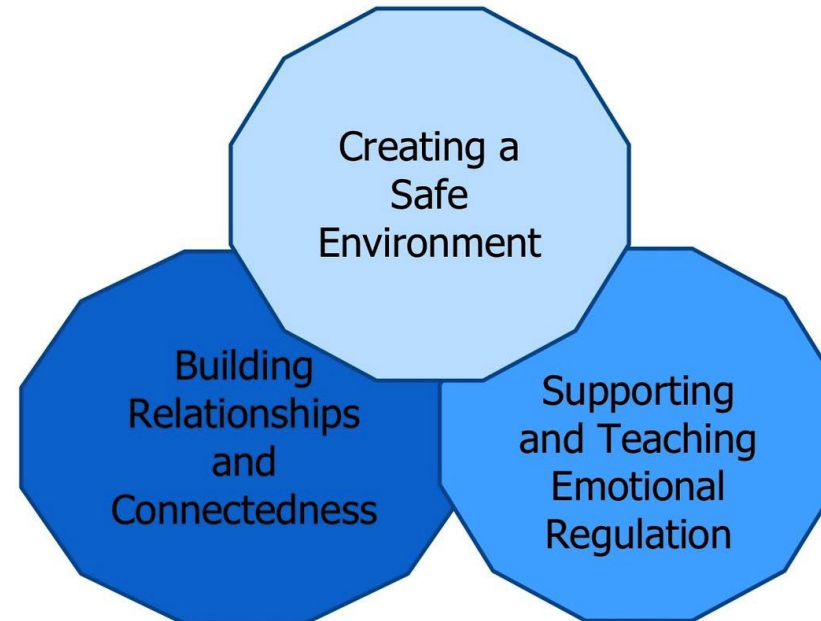
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Referral to Campus Resources



# TRAUMA-INFORMED EDUCATIONAL PRACTICES

## Components of Trauma-Informed Care



Substance Abuse for Mental Health Services Administration, 2014

(Carello, J., & Butler, L. D., 2015)

# Q&A SESSION

DIALOGUE  
WITH  
SUSAN MESKIS

## 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>
- Carello, J., & Butler, L. D. (2015). Practicing what we teach: Trauma-informed educational practice. *Journal of Teaching in Social Work*, 35(3), 262–278. <https://doi.org/10.1080/08841233.2015.1030059>
- Kolbe, M., Eppich, W., Rudolph, J., Meguerdichian, M., Catena, H., Cripps, A., Grant, V., & Cheng, A. (2019). Managing psychological safety in debriefings: a dynamic balancing act. *BMJ Simulation and Technology Enhanced Learning*, 6, 164–171. <https://doi.org/10.1136/bmjstel-2019-000470>
- **Lippe, M.**, Davis, A., Stock, N., Mazanec, P., & Ferrell, B. (2022). Updated primary palliative care competencies and alignment with AACN Essentials: Resources for nursing faculty. *Journal of Professional Nursing*, 42, 250-261. doi: 10.1016/j.profnurs.2022.07.012

# ELNEC FACULTY CORNER FOR SCHOOLS OF NURSING



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