

ADVANCING PALLIATIVE CARE EDUCATION IN SCHOOLS OF NURSING 2023 INNOVATIONS SERIES

ELNEC Undergraduate/New Graduate

Module 5– Loss, Grief, and Bereavement

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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>

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)

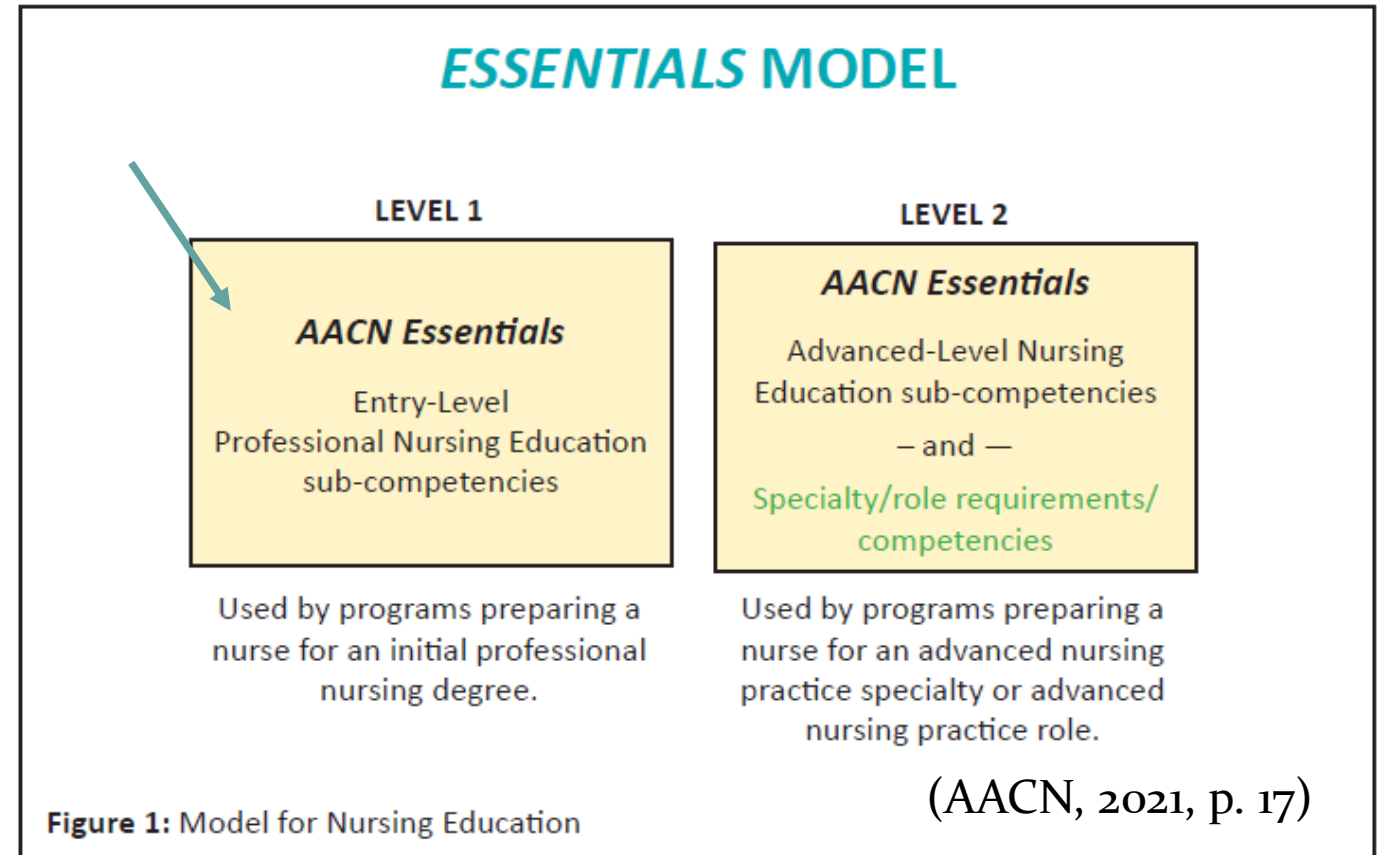
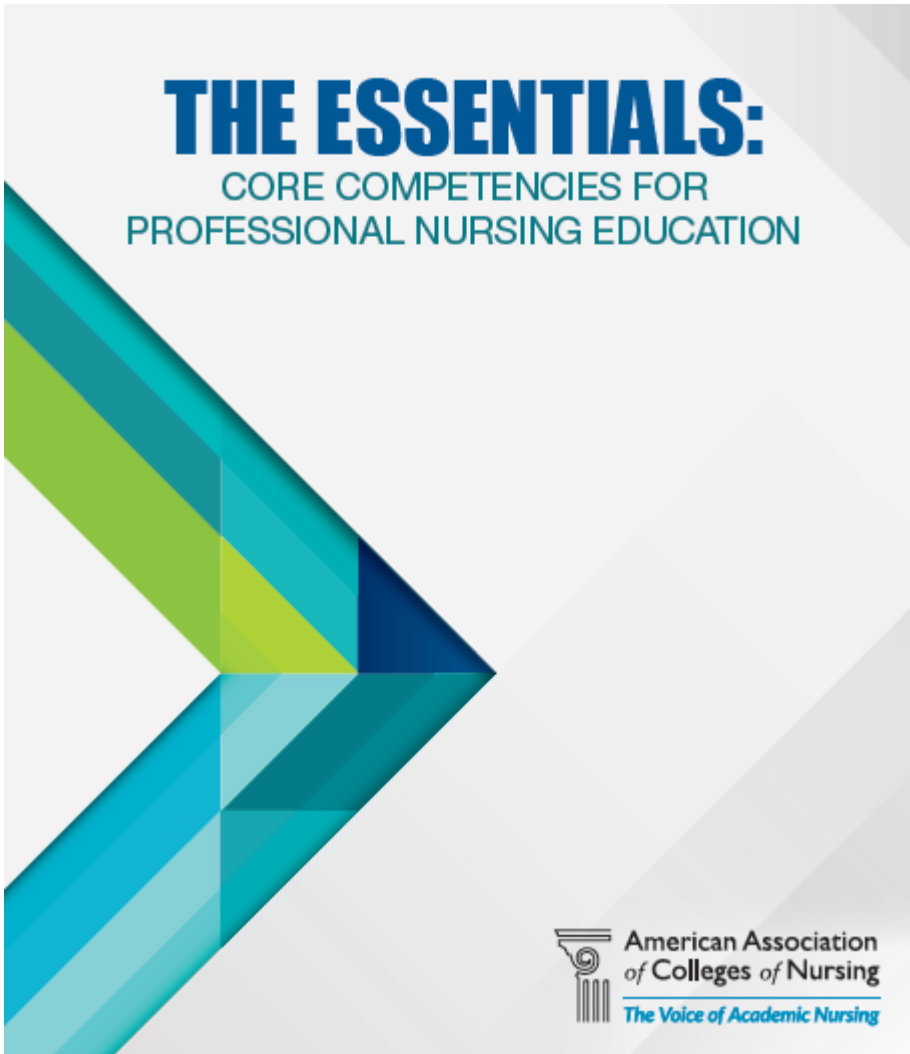
ELNEC HISTORY

2000: Curriculum Developed

2001: 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)



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>

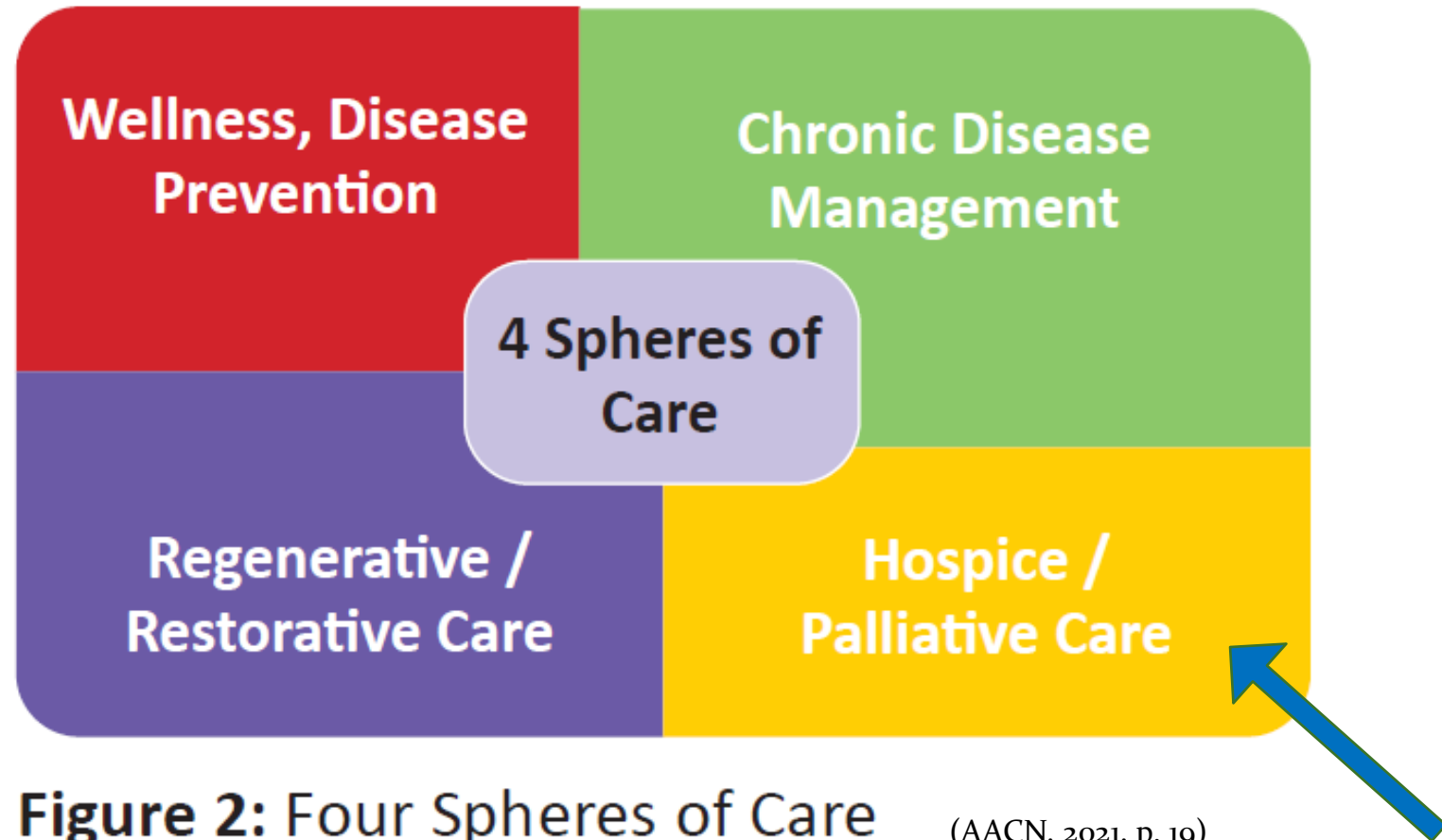


Figure 2: Four Spheres of Care

(AACN, 2021, p. 19)



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

**CARES COMPETENCY
STATEMENTS
2ND EDITION
2022**

Entry-level Professional Nursing

CARES (2016)

17 competency
statements

CARES (2nd ed., 2022)

15 competency
statements

CARES COMPETENCY STATEMENTS

#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.

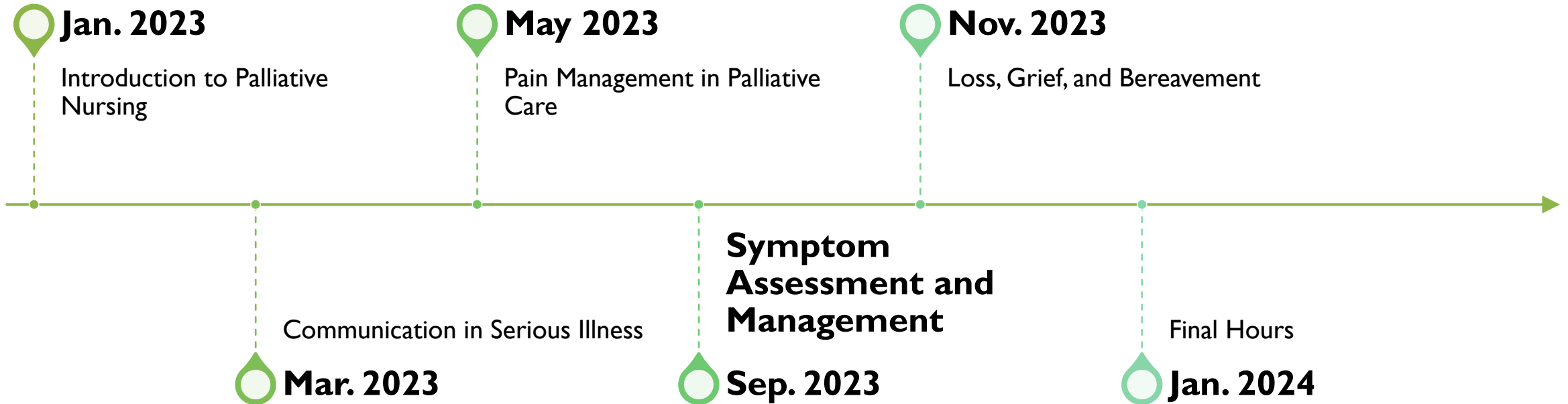
PRIMARY PALLIATIVE NURSING CARE COMPETENCE ASSESSMENT TOOL (LIPPE & DAVIS, 2022)

LOSS, GRIEF, BEREAVEMENT	Assists in coping with loss and grief, beginning at diagnosis
	Supports family as death nears and after, providing culturally-inclusive care and access to community resources
SELF-CARE AND REFLECTION	Implements self-care strategies in coping with suffering, loss, moral distress, and compassion fatigue
	Fosters activities supporting professional satisfaction for self and colleagues
	Engages in ongoing practice evaluation for personal areas of strength and needed professional development
	Uses self-reflection to examine values, biases, and emotional reactions that may influence provision of quality palliative care

Lippe, M. & Davis, A. (Published Online 2022). Development of a Primary Palliative Nursing Care Competence Model and Assessment Tool: A Mixed Methods Study. *Nursing Education Perspectives*. doi: 10.1097/01.NEP.0000000000001056



ELNEC UNDERGRADUATE/NEW GRADUATE





ELNEC
Undergraduate/New
Graduate

1139
Schools



ELNEC Graduate

389
Schools



LET'S TAKE A CLOSER LOOK

ELNEC Undergraduate and New Graduate Module 5: Loss, Grief, and Bereavement

[START COURSE](#)

NEW LOOK FALL 2023

WHAT DO STUDENTS SAY?



Need more education

“Few” opportunities in clinical settings

Anxiety and fears of death

Faculty barriers

Feel unprepared to provide palliative care



- ❖ What are things I'm not allowed to say?
- ❖ I would like some solid tips on what to do when I'm experiencing emotional difficulty; I'm going to need an outlet to process after a difficult day
- ❖ I liked the ELNEC modules, but I'd get the most out of it if there was an engaging professor discussing it out loud in class.
- ❖ Wanting to develop courage through knowledge and expand conversational competence.
- ❖ Discomfort in initiating advance care planning conversations
- ❖ Role confusion with the Interprofessional team
- ❖ Want intentional integration threaded in didactic courses

STUDENT VOICES



In hindsight –recommended curricular changes:

Key elements should include

- ❖ Comfort
- ❖ Support
- ❖ Symptom management
- ❖ Understanding the difference between palliative and end-of-life care
- ❖ Understanding the nurses' role

FOSTERING PALLIATIVE CARE LEARNING OPPORTUNITIES

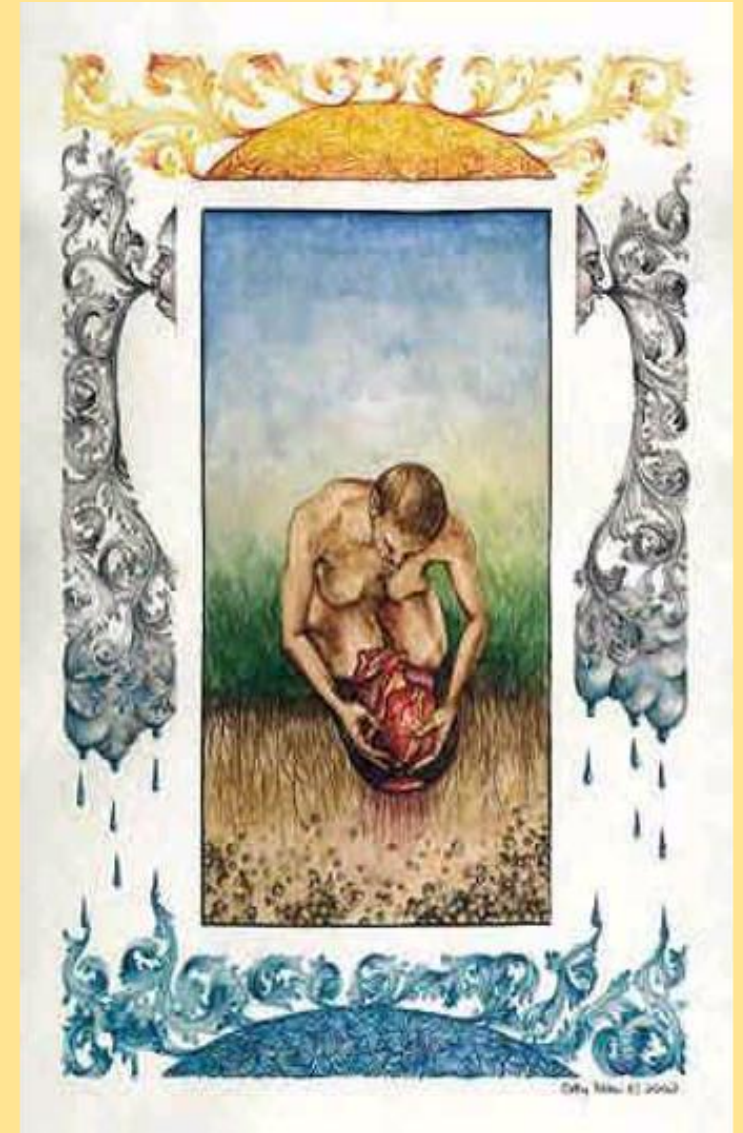
- Implements self-care strategies in coping with suffering, loss, moral distress, and compassion fatigue
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- Engages in ongoing practice evaluation for personal areas of strength and needed professional development
- Uses self-reflection to examine values, biases, and emotional reactions that may influence provision of quality palliative care

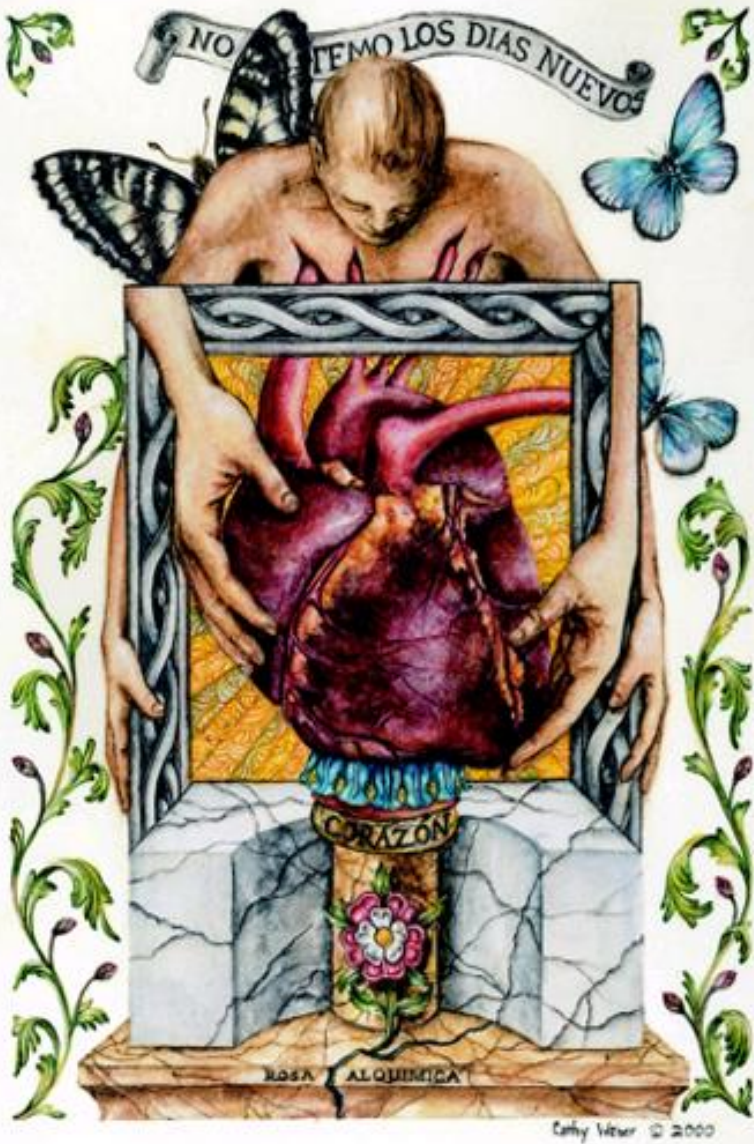
AESTHETIC AND AFFECTIVE LEARNING: INTEGRATING ARTS AND HUMANITIES



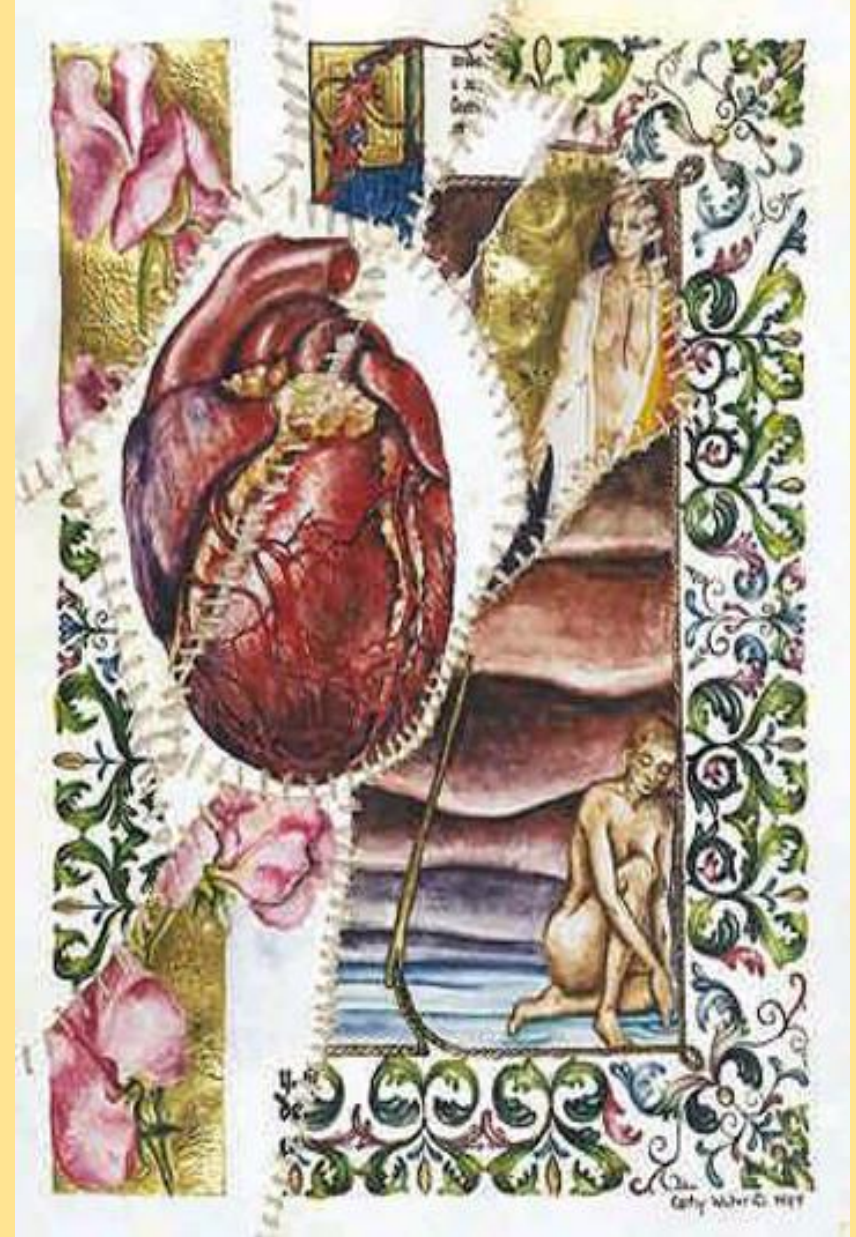
- Art
- Photography
- Active Engagement – clay, drawing, role-playing
- Poetry
- Music
- Movement
- Mindfulness

TEACHING GRIEF AND LOSS THROUGH IMAGES





Re-Shrining



Re-Assembling

Music

I Grieve

It was only one hour ago
It was all so different then
Nothing yet has really sunk in
Looks like it always did
This flesh and bone

It's just the way that we are tied in
But there's no one home
I grieve...
for you
You leave... Me
So hard to move on
Still loving what's gone
Said life carries on...
Carries on and on and on... And on
Did I dream this belief
Or did I believe this dream
How I will find relief I grieve...



Peter Gabriel

Module 5: Loss, Grief, and Bereavement

Teaching ELNEC as a Nursing Elective

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

Assistant Professor

University of Alaska Anchorage School of Nursing

In order to understand why we feel a certain way, it is important to recognize past experiences that have shaped our thoughts and actions.

Dear Death, I haven't met you much in my personal life, and for that, I am blessed. However, you have frequented my work life for twelve years. I do not enjoy your visits, but I do not fear them. It is the bitterest pill when you come for those not yet ready for you. I've learned to embrace your visit to those in my care that are ready to cross the finish line of life. Becoming more acquainted, I know you aren't the villain most make you out to be

Dear Death, You have taught me more than I would have ever anticipated. The meanings of finality, terminal, compassion, pain, and what it feels like to be without. I have also been shown how beautiful you can be. As dark as the perception there is light that exists with you. You mean the end of pain, the beginning of a new chapter, and the eternity of memories. As much as I hate to say it, Thank you.

Dear death, I understand you are the end at the life cycle and should be embraced when you call someone home. I know that our paths have crossed more times than I would like to admit. Sometimes they were necessary but most of the time felt unfair and cruel. I am writing you this letter to say as I know ultimately, I cannot prevent you from happening, but I will give my best to defy you for as long as possible.

Death , sometimes noisy , sometimes loud
Peaceful at times , making some proud
Taking the young , taking the old
Not knowing when , or sometimes being told
Death isn't understood
Death isn't a bad thing or even good
We all die
The question is always why

Journal Reflection

As you have learned, the "loss" of anything can affect a person for years. Describe a situation where you personally experienced a loss or worked with a patient that spoke of a loss. How did it affect you? How did life change? Identify some support systems that you identified on that journey.

- Respond to your peers



In person... supplemental exercises

Table 1	Types of Grief	M7-57
Table 2	Normal Grief Reactions	M7-61
Table 3	Stages and Tasks of Grief	M7-62
Table 4	Unhelpful & Helpful Comments in Speaking with the Bereaved	M7-63
Table 5	Coping with Professional Anxiety in Terminal Illness	M7-64
Table 6	Inventory of Complicated Grief	M7-65
Table 7	Helping Children Cope with Grief: Remember the CHILD	M7-67
Table 8	Interventions for Grieving Children	M7-68
Table 9	Supporting Grieving Families	M7-69
Figure 1	Personal Loss History	M7-70
Figure 2	Loss Exercise	M7-71
Figure 3	Opportunities for Reminiscing	M7-74
Figure 4	Self-Care Assessment	M7-75

Module 7

Figure 2: Loss Exercise

LIST YOUR ...

5 Most prized possessions (material things)	5 Favorite activities	5 Most valuable body parts	5 Values that are most important to you	5 People you love the most

As I tell you this story, cross out as many items as I tell you

Important considerations...

- Provide additional office hours or zoom time to help students process material.
- If a student shares something that you feel they need more support, reach out!
- Allow time for students to process information.
- Adapt to your audience.
- Leave with a self-care exercise, if possible





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