# ELNEC Workshop- 7/18/24-7/19/24

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## What feelings are evoked by the words end of life and/or palliative care?

Nobody has responded yet.

Hang tight! Responses are coming in

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# Do you currently have palliative care/end of life content in your course?

0

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**If you answered yes to having palliative care/end of life content in your course, is the content at which stage of learning:**

0

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# Perceptions of Death/Palliative Care

- "I hope death is like being carried to your bedroom when you were a child & fell asleep on the couch during a family party and you can hear the laughter in the room next door."

# ELNEC Overview & Core Beliefs

- **ELNEC Overview:**
  - 114 countries, 12 organizations involved in ELNEC
  - Needs assessment in 2000 showed only 2% of textbooks discussed palliative/end-of-life care (RWJ)
  - Core Question: *What is it like to care for those who are not going to get better?*
- **ELNEC Core Beliefs:**
  - Family as the unit of care
  - Nurses as advocates for patients
  - Importance of culture, ethics, and spirituality in care
  - Social justice and inclusive care
  - Palliative care across all settings
  - Interdisciplinary care is essential

# Student's Perspective

- Need more education

- "Few" opportunities in clinical settings

- Anxiety and fears of death

- Faculty barriers

- Feel unprepared to provide palliative care
  - Role confusion with Interprofessional team
  - Integrating in didactic and clinical courses

# Exemplars of Palliative Care Education

- Simulation

- Unfolding case study
  - Sophomore- Home visit in first semester meets patient
  - Junior level- symptom management, disease progression
  - Senior level- patient dies and post-mortal care

# ELNEC Modules

- Module 1: Introduction to Palliative Care Nursing

- Module 2: Communication in Palliative Care

- Module 3: Pain Management in Palliative Care

- Module 4: Symptom Management in Palliative Care

- Module 5: Loss, Grief, and Bereavement

- Module 6: Final Hours of Life

# Threading Palliative Care

- **201: Health Assessment & Communication**
  - Module 1: Introduction to Palliative Care Nursing
  - Module 2: Communication in Palliative Care
  - 1 Sim with SP's on communication and introduction to client
- **251: Pharmacology**
  - Module 3: Pain Management in Palliative Care
- **241: Fundamentals**
  - Module 4: Symptom Management in Palliative Care
  - 1 Sim with SP's on assessment and pain management

- **331: Med/Surg 1**
  - Module 5: Loss, Grief, and Bereavement
  - Module 6: Final Hours of Life
  - 1 Sim with SP's about palliative care to hospice transition
  - Advanced Directives
- **317: Pediatrics**
  - 1 Sim with mannequin about EOL in pediatric patients
- **307: OB**
  - 1 Sim with mannequin about pregnancy loss, still born, and maternal mortality
- **431/451: Med/Surg 2 and Immersion**
  - 1 SIM with patient dying and post-mortem care

# Active Learning

- Module 1: Intro
  - "Dear Death" Letter?
- Module 2: Communication
  - Tools- Vital Talk, Conversation Project
- Module 3: Pain Management
  - Dyspnea empathy exercise
- Module 4: Symptom Management
  - Create infographic of a symptoms in class (pain, dyspnea, delirium, anxiety, etc)
- Module 5: Loss, Grief, and Bereavement
  - Haiku, Poem
- Module 6: Final Hours of Life

# ELNEC Essentials & Personal Goals

- **ELNEC Essentials:**
  - **Spheres of Care:** Palliative care as one of four spheres
  - **Competencies:** Knowledge and skills needed for palliative care
  - **Concepts:** Core concepts for teaching and practice
- **Personal Goals:**
  1. Create realistic simulations for bereavement and end-of-life care course.
  2. Educate faculty to teach this course across different sites.
  3. Integrate interprofessional education with social work and COM students.

# Teaching Strategies

- **Teaching Strategies:**
  - Enhance ELNEC modules with active learning and student-centered approaches
  - Incorporate asynchronous/online formats
  - Collaborate with non-traditional settings and diverse environments
- **Competency-Based Education (CBE):**
  - Focus on developing knowledge, skills, attitudes (KSA)
  - Formative assessments for ongoing feedback
  - Emphasizing practice readiness through clear pathways and outcomes

# AACN- Competency Based Education v. Traditional

- Culture

- Instruction

-  Assessment

- Grading

- Progression

# KSA's

- Knowledge

- Skills

- Abilities

- Attitude

# Domains of Learning

- Cognitive (Knowledge)

- Psychomotor (Skills)

- Aesthetic/Affective (Abilities/Attitudes)

# Tools for CBE

- Transparency

- Cover the material

- Clear Pathways

- Backwards Design

# Outcomes

- What must the learner be able to determine by the end of the program, course, and class

- How will the learner be changed or different?

- What is the learner going to get at the end of this course?

- What are the behaviors the learner must demonstrated?

  - Program outcomes → course descriptions →course objectives → module objectives

# Assessment

- How do you know that the learners have met the outcomes?

- How do you know the learner has changed?

- Principles for competency-based education and assessment
  - Frequent formative feedback- if you can't give feedback then it's not worth it

- Types:
  - Tests, quizzes, case studies, simulations, papers, presentations, projects, portfolios, skill checkoffs, listening sessions, observation of care

# Bloom's

- **Remembering**- fill in the blank, matching, labeling, MC ?'s

- **Understanding**- papers, exams, case studies, class discussions, or concept maps

- **Applying**- simulation, case studies, and clinical stories

- **Analyzing**- case studies, critiques, labs, papers, projects, debates, or concept maps (what does it look like to compare/contrast)

- **Evaluating**- journals, diaries, critiques, case reviews

- **Creating**- research projects, simulation, essays, teaching materials

# Fostering psychological safety & trust

- Make connection- grounding exercises and mindful reflections

- Language is healing- create space for processing

- Awareness-

  - Trauma-informed care

    - Creating a safe environment

    - Supporting and teaching emotional regulation

    - Building relationships

# Well-Being

- ANA Code of Provision #9

- Counseling Services