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| XXXX UNIVERSITY  | PROPOSAL |
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| COLLEGE OF NURSING |
| **To**: Undergraduate Curriculum & Assessment Committee | z |
| **From:** Palliative Care Special Interest Group |  |
| **Subject:** ELNEC \_\_\_\_\_\_\_ (name curriculum) Curriculum Integration |  |
| **Date:** XXXX |  |

**Proposal Description:** We propose adoption and integration of the ELNEC Undergraduate/New Graduate Curriculum, an online curriculum designed specifically for nursing students, into \_\_\_\_\_\_\_ (name nursing program) as outlined by the following motions:

**Motion 1 –** Add the ELNEC Undergraduate/New Graduate Curriculum as a required resource (“book”) to be purchased by students beginning in the \_\_\_\_\_\_\_\_ nursing course and listed as required resources in each \_\_\_\_\_\_\_ didactic course and practicum throughout the curricula. The program includes:

* Six one-hour modules (most can be completed in 45-50 minutes)
* Cost: $29.00 per student for 12 months of online access (this can be purchased directly from Relias online or set-up to be purchased through \_\_\_\_\_\_ bookstore)
* Teaching Resources are available to faculty using the curriculum by contacting elnec@coh.org

**Motion 2 –** This is not new material but fits within current concepts and exemplars and could be easily adapted/incorporated into current lessons that faculty have developed for these topic areas. The program can be taught online, in classroom, or a hybrid of both. The material was designed specifically to meet the competencies and recommendations of the AACN CARES Document (2016).

We propose the integration/embedment of these modules as follows:

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| **Module/Objectives** | **Course (Didactic & Practicum)** | **Concept** (This is an example for concept based curriculum; modify for your program) | **Exemplar** (This is an example for concept based curriculum; modify for your program) | **Faculty Champions** (If available, this identifies a faculty resource person to support the integration of the identified module) |
| 1: Introduction to Palliative Nursing | Insert Course # Here | Client-Centered Care Coordination | Palliative Care | Insert faculty name(s) here |
| 2: Communication in Palliative Care | Insert Course # Here | Communication | Interpersonal Group Dynamics | Insert faculty name(s) here |
| 3: Pain Management in Palliative Care | Insert Course # Here | Pain | (review of “Pain” as a concept) | Insert faculty name(s) here |
| 4: Symptom Management in Palliative Care | Insert Course # Here | Stress & Coping | Chronic, Debilitating Disease | Insert faculty name(s) here |
| 5: Loss, Grief, & Bereavement | Insert Course # Here | Grief & Loss | Phases of Grief & Loss, Anticipatory Loss | Insert faculty name(s) here |
| 6: Final Hours of Life | Insert Course # Here | Spirituality | End of Life Care | Insert faculty name(s) here |
| **Note:** The embedded end-of-life simulation in both Capstone Practicum course is a synthesis of these modules. (This is specific to our curriculum so may be edited or removed if it does not apply.) |

**Background and Rationale:** The American Association of Colleges of Nursing (AACN) includes care of patients and families during the end of life in the Essentials of Baccalaureate Education for Professional Nursing Practice.1,2,3 This requires all colleges of nursing to ensure that the principles of palliative and end-of-life care are adequately emphasized within Bachelors of Science in Nursing (BSN) and graduate nursing curricula. Additionally, the AACN, ANA, and HPNA have position statements calling for primary PC competence as a standard, stating that all nurses, regardless of care setting, must be trained to meet AACN’s CARES and G-CARES competencies and to meet the call for nurses as leaders in PC. 2,3,4,5

At \_\_\_\_\_\_\_ (your college/university), students are provided palliative and end-of-life content through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (describe current state). However, there is an opportunity to thread this content throughout the curricula to better demonstrate its application in various patient populations. Additionally, the holistic approach of palliative care aligns directly with the values of our institution, cultivating empathy, awareness, and addressing patient needs beyond physical wellness, impacting the quality of life of the populations we serve.

A great benefit of the ELNEC \_\_\_\_\_\_\_ (name curriculum) curriculum/modules is that the material is current and kept up to date by experts in palliative care. It is well-developed, well-researched and applies to patients with a variety of serious illness across the lifespan (aligning with the nursing care/clinical judgment process application from birth to death). The modules present material in a robust and meaningful way, with no redundancy in material. Additional benefits of the ELNEC-\_\_\_\_\_\_\_ (name curriculum) curriculum include opportunities to practice this holistic approach in the classroom, threading of psychosocial, spiritual, and emotional care, and a specific emphasis on the importance of self-care for the nurse, which is extremely important for retention of our nurses in the profession.

The modules are not just theoretical, but very application based, providing case examples and helpful tips/phrases that can be easily adapted in our active learning approach used in the concept based curriculum (example: communication techniques with examples on how to employ these principles, including being comfortable with silence – meaningful presence). NCLEX-style questions and other faculty resources are provided by ELNEC to support integration.

**If approved, this change/action would go into effect:** \_\_\_\_\_\_\_ (identify semester and/or student cohort)

**If approved, this change/action would end or be evaluated:** \_\_\_\_\_\_\_ (identify evaluation plan, if applicable)

**Responsible person(s)/plan for implementation:** \_\_\_\_\_\_\_\_ (identify faculty champions or course leaders responsible)

**References**

1. American Association of Colleges of Nursing (AACN). (2021). *The Essentials: Core Competencies for Professional Nursing Education*. Retrieved from <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>
2. American Association of Colleges of Nursing. (2022). *CARES (2nd edition): Competencies and recommendations for educating undergraduate nursing students: Preparing nurses to care for the seriously ill and their families.* https://www.aacnnursing.org/Portals/42/ELNEC/PDF/ELNEC-Cares-and-G-CARES-2nd-Edition.pdf
3. 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>
4. American Nurses Association and Hospice and Palliative Nurses Association. (2017). *Call for action: Nurses lead and transform palliative care.* <https://www.nursingworld.org/~497158/globalassets/practiceandpolicy/health-policy/palliativecareprofessionalissuespanelcallforaction.pdf>
5. American Nurses Association. (2016). *Position statement: Nurses’ roles and responsibilities in providing care and support at the end of life.* <https://www.nursingworld.org/~4af078/globalassets/docs/ana/ethics/endoflife-positionstatement.pdf>