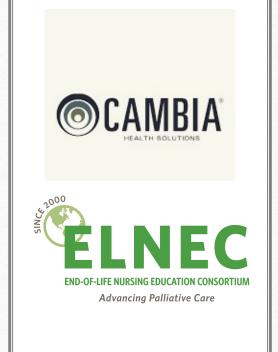
Evaluating Learning in Palliative Care Nursing Education: Tools and Strategies

Andra Davis, PhD, MN, RN Associate Professor, University of Portland, School of Nursing Co-Investigator, ELNEC Undergraduate/New Graduate & ELNEC Graduate

## Megan Lippe, PhD, MSN, RN

Associate Professor UT Health San Antonio, School of Nursing 2019 Cambia Health Foundation Sojourns Scholar





# Support for Webinars

### Dr. Betty Ferrell, Professor City of Hope

### Principal Investigator ELNEC Project

- Three-year grant to advance work strengthening the nursing workforce in caring for patients and families with serious illness (2021-2023)
- Develop a regional model of excellence targeting 4-state region (WA, UT, ID, OR)
- Supports efforts to reach schools with high proportion of diverse students/faculty within underserved communities

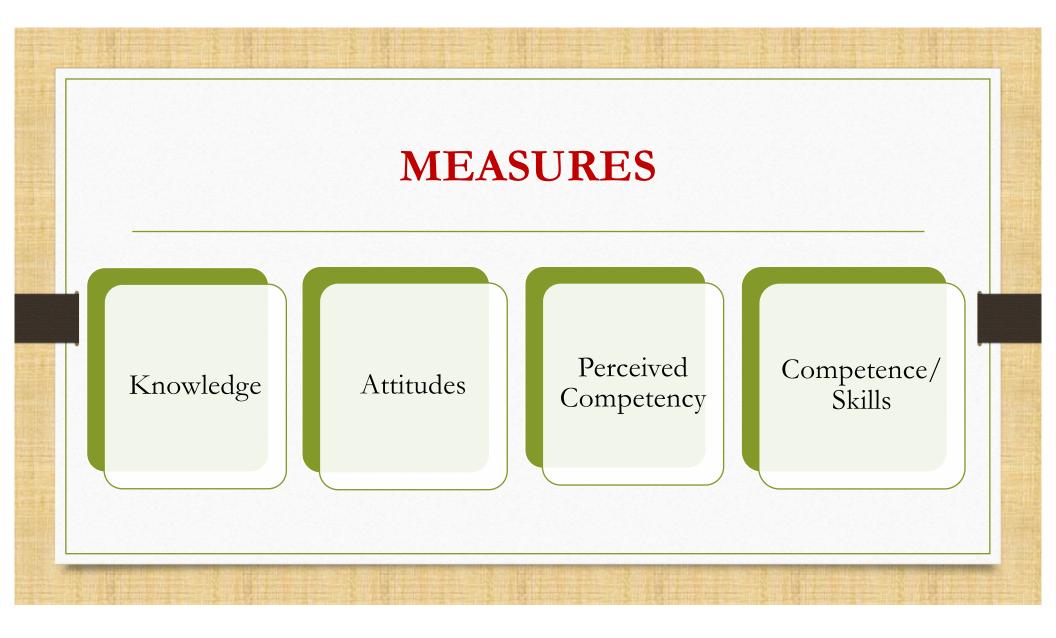
- Describe various palliative care measures available for evaluating undergraduate nursing student learning
- Workgroup Session to consider ways programs can evaluate learning



# **Evaluating Student Learning**

Evaluating palliative care educational effectiveness 'should take into account the singularly broad range of knowledge, skills, and attitudes (KSA) that must coalesce for a student to develop competence in an area' (Meekin, et al., 2000)

Competency-based education is outcome-driven; linked to explicitly defined performance expectations that encourages conscious connections between KNOWLEDGE and ACTION (AACN, 2021, p. 4)



# **KNOWLEDGE**

### Palliative Care Quiz for Nursing (PCQN)

Ross, McDonald, McGuinness

(1996)

- 20 item T/F measuring theoretical knowledge (symptom management, psychosocial, spiritual care and general principles of PC)
- Undergraduate students and nurses

## Knowledge Assessment Tool (KAT)

Lange, Shea, Grossman, Wallace, Ferrell

(2009)

• 50-item measuring knowledge attainment and to aid in evaluating effectiveness of educational programs. Based on ELNEC curriculum

### Undergraduate Nurse Palliative Care Knowledge Survey (UNPCKS)

Davis & Lippe

(2020)

27-item measure reflecting CARES competencies – knowledge attainment and curriculum implementation /evaluation of learning

# ATTITUDES

## • Frommelt Attitudes Toward Care of the Dying FATCOD, Form B (Frommelt, 2003)

- Revised into 30 Likert-type items (equally worded positively and negatively statements)
- Equally worded positive and negative statements to assess attitudes toward 'terminally ill' persons and their families

## • Collett-Lester Fear of Death Scale (Collet-Lester, 1969; Lester, 1990)

- 32-item scale to differentiate between the prospect of death and the process of dying and between fears about these that individuals might have for themselves and for others.
- 4 subscales: Dying of Self; Death of Self; Dying of Other; Death of Other

## • Death Anxiety Scales

- Thanatophobia Scale (TS) (Merrill, Lorimor, Thornby, & Woods, 1998)
  - 7-item scale assessing healthcare professionals' attitudes
- Concerns about Dying (CAD) (Mazor, Schwartz, & Rogers, 2004)
  - 10 descriptive statements assessing healthcare providers and students comfort level and concerns about death; includes items related to spirituality

# **Perceived Competency**

Palliative Care Nursing Selfcompetence Scale (PCNSC)

Desbien & Fillion

### (2011)

 10 dimensions of care measured in 50items. Intended for use among any nurse caring for adult patients and families experiencing life-limiting illness or at end of life (assessing educational needs or evaluate impact of educational programs) **Primary Palliative Care Perceived Competence** *Lippe, Davis, Threadgill, Ricamato* 

(2020)

• 17-item 5-point Likert scale aligned with CARES competencies to assess perceived competence among undergraduate nursing students

# **Competency (Skills)**

#### Nursing Students Competence Instrument (NSCI)

Lin, Wu, Hsiao, Han, & Hung (2017)

• 27-item 4-point Likert scale to measure nursing students' general competencies in four dimensions: integrating care abilities, leading humanity concerns, advancing career talents, and dealing with tension

#### Primary Palliative Nursing Care-Competency Assessment Tool (PPNC-CAT)

Lippe & Davis (2022)

 9 Domains with associated competency statements designed to be used in undergraduate nursing education and with entry-to-practice nurses to conduce formative and/or summative evaluation of student primary palliative nursing care behaviors in clinical and/or simulated settings; also, as student self-reflection and self-assessment



Competency-based education is outcome-driven; linked to explicitly defined performance expectations that encourages conscious connections between KNOWLEDGE and ACTION (AACN, 2021, p. 4)

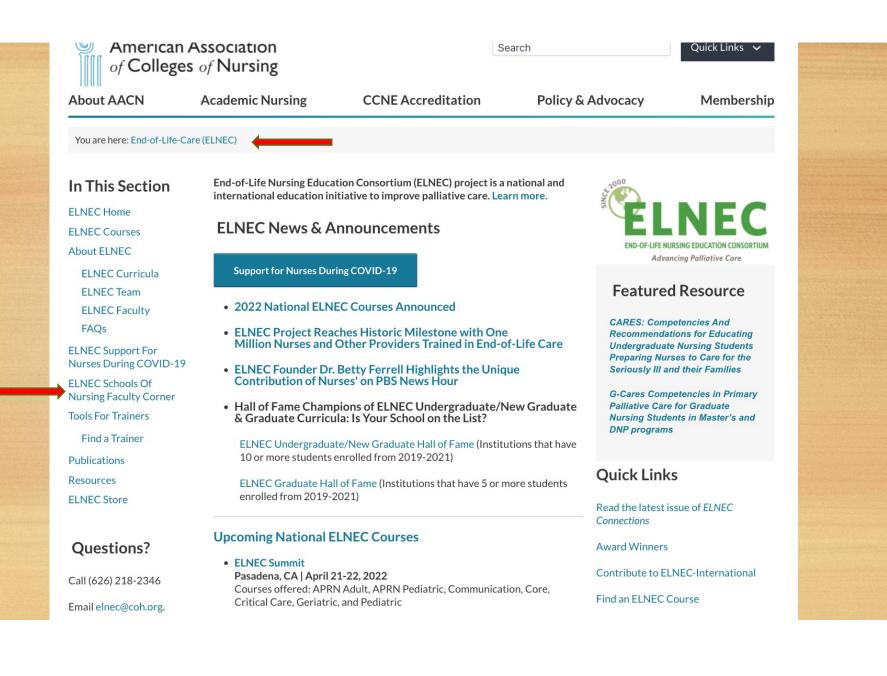
IN GROUPS:

- ✓ Share how you are evaluating learning/competence in palliative care education
- ✓ If you are not currently evaluating palliative care competencies specifically, which tools and where in the curriculum might these be helpful?



# **Evaluating Your Student Learning**

- Palliative Care Education at University of Portland
  - pallcareed@up.edu
- Knowledge: UNPCKS 2.0
- Competence: PPNC-CAT



#### In This Section

ELNEC Home

**ELNEC** Courses

About ELNEC

**ELNEC** Curricula

**ELNEC** Team

**ELNEC** Faculty

FAQs

ELNEC Support For Nurses During COVID-19

#### ELNEC Schools Of Nursing Faculty Corner

**Tools For Trainers** 

**Find a Trainer** 

**Publications** 

Resources

**ELNEC Store** 

# **ELNEC Schools of Nursing Faculty Corner**



improve palliative care. Learn more. This corner was created to support faculty in schools of nursing. Visit the ELNEC Materials tab for free faculty access to ELNEC Undergraduate/New Graduate and/or ELNEC Graduate curricula. Visit the Faculty Teaching & Evaluation Tools tab for materials and websites, from our palliative care colleagues. Visit the Hall of Fame to see if your institution is featured as one of ELNEC's champion sites.

#### **Upcoming Webinars**

- Evaluating Learning Outcomes in Palliative Care Nursing Education: Tools and Strategies Facilitated by Andra Davis, PhD, MN, RN
  - Monday, February 28th, 8:00-9:00AM PST/11:00AM-12:00PM EST Click to Register
  - Tuesday, March 1st, 3:00-4:00PM PST/6:00PM-7:00PM EST
    Click to Register
- Teaching Innovation with Palliative Care TBD, Facilitated by Andra Davis, PhD, MN, RN

#### **Faculty Spotlight**

Dr. Andra Davis interviews faculty who currently use ELNEC Undergraduate and/or ELNEC Graduate. Check back often to see updated interviews.

February 2022: Casey Shillam, PhD, RN, Dean & Professor, School of Nursing, University of Portland. Watch Interview

Past Faculty Spotlight Interviews  $\vee$ 



## **2022** Train-The-Trainer National Courses

Participants receive CEs, a textbook, syllabus, resources, and more...





FOR MORE INFORMATION OR TO REGISTER:



FOR MORE INFORMATION OR TO APPLY:



### Advancing Palliative Care

SUMMIT COURSES ARE HELD SIMULATENOUSTLY. PARTICIPANTS MUST CHOOSE ONE

#### Spring Summit: Pasadena, CA April 21-22

- APRN Adult
  APRN Pediatric
- Critical Care
- Geriatric
  - Pediatric
- Communication

#### Fall Summit: Chicago Area (Oak Brook, IL) | October 20-21

- APRN Adult
- Core

Core

#### AACNNURSING.ORG/ELNEC

#### Interprofessional Communication Curriculum (ICC)

#### Portland, OR - August 24-26

- NCI Grant Funded: FREE registration, hotel lodging, and more
- For Teams of Oncology Nurses, Chaplains, and Social Workers

#### **CITYOFHOPE.ORG/ICC**