

**EXAMINING AACN ESSENTIALS
AND CARES/G-CARES**

REVISITED

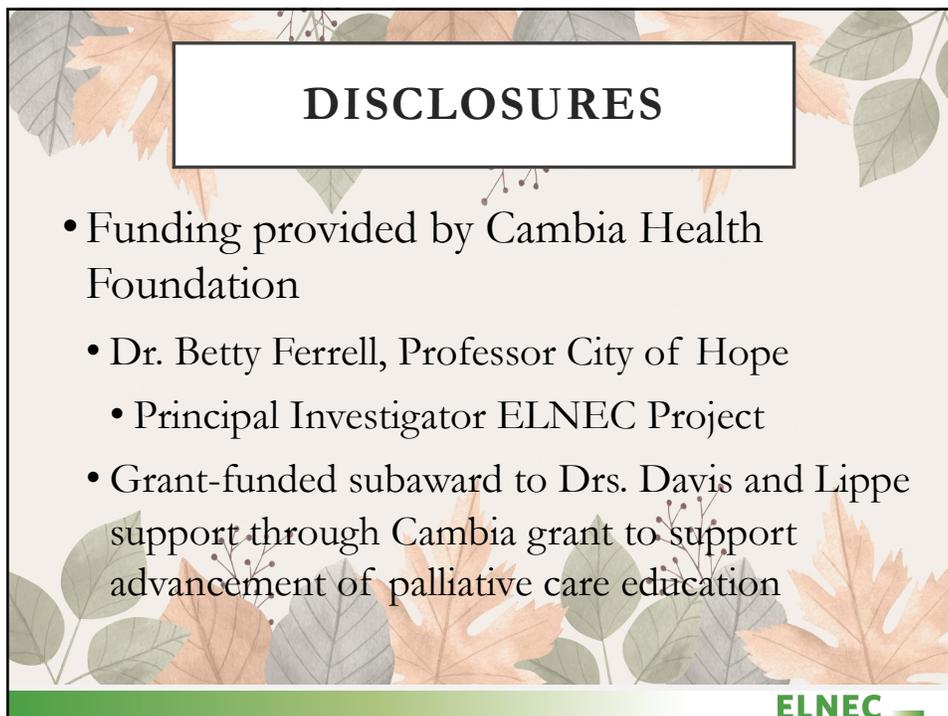
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Associate Professor, UT Health San Antonio, School of Nursing

Co-Investigators, ELNEC Undergraduate/New Graduate & ELNEC Graduate

September 28, 2022 **ELNEC**

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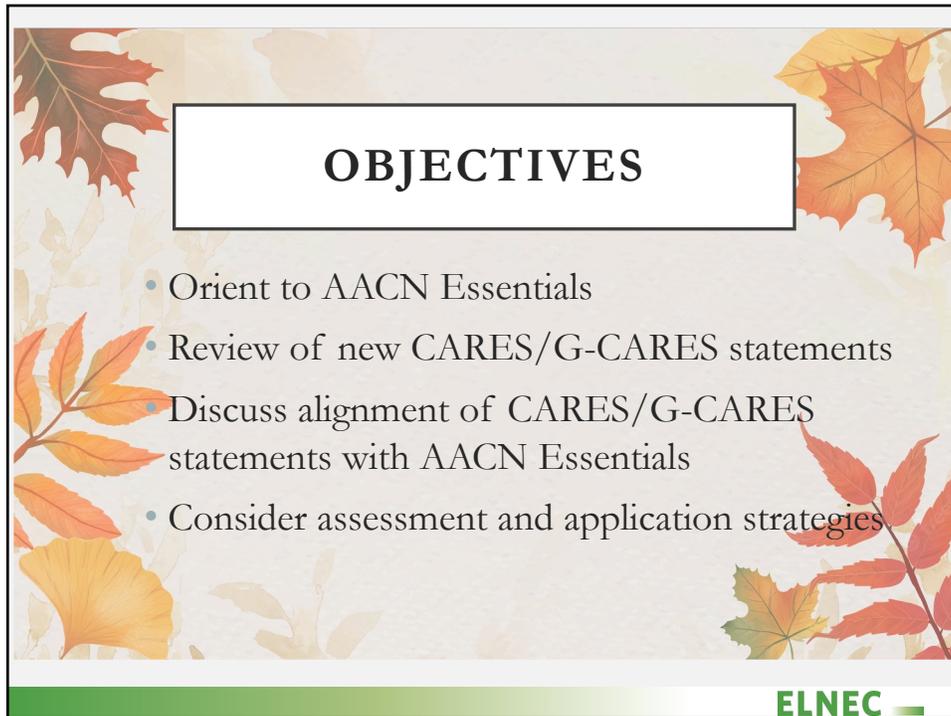


DISCLOSURES

- Funding provided by Cambia Health Foundation
- Dr. Betty Ferrell, Professor City of Hope
 - Principal Investigator ELNEC Project
- Grant-funded subaward to Drs. Davis and Lippe support through Cambia grant to support advancement of palliative care education

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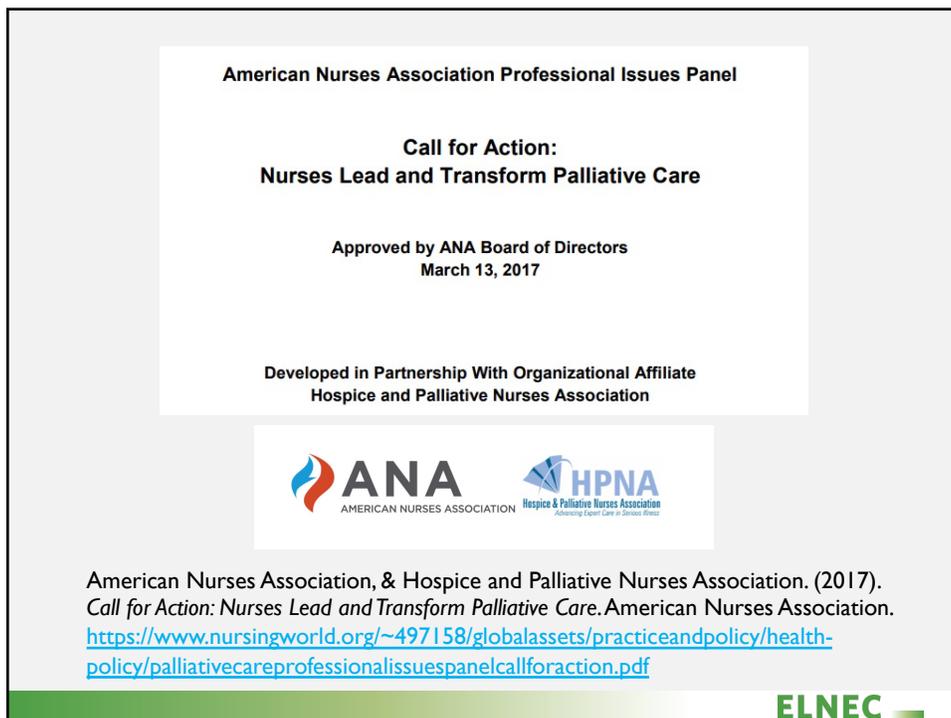


OBJECTIVES

- Orient to AACN Essentials
- Review of new CARES/G-CARES statements
- Discuss alignment of CARES/G-CARES statements with AACN Essentials
- Consider assessment and application strategies

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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

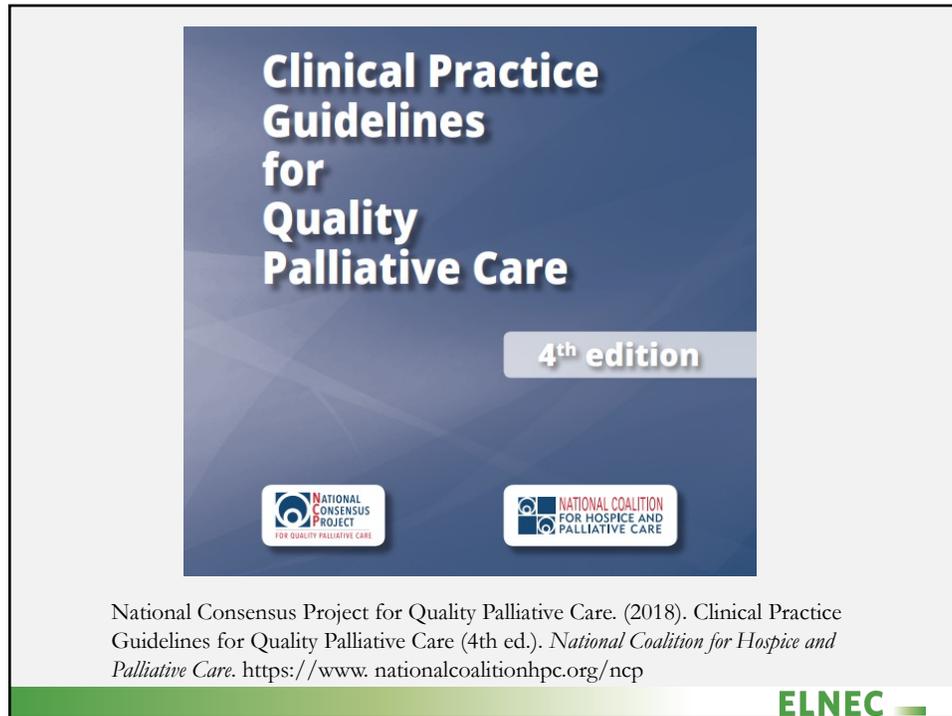
Developed in Partnership With Organizational Affiliate
Hospice and Palliative Nurses Association




American Nurses Association, & Hospice and Palliative Nurses Association. (2017).
Call for Action: Nurses Lead and Transform Palliative Care. American Nurses Association.
<https://www.nursingworld.org/~497158/globalassets/practiceandpolicy/health-policy/palliativecareprofessionalissuespanelcallforaction.pdf>

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JAMA Health Forum™

JAMA Forum

Integration of Palliative Care Into All Serious Illness Care as A Human Right

William E. Rosa, PhD, APRN; Betty R. Ferrell, PhD, RN; Diana J. Mason, PhD, RN

Rosa, W. E., Ferrell, B. R., & Mason, D. J. (2021). Integration of Palliative Care Into All Serious Illness Care as A Human Right. *JAMA Health Forum*, 2(4), e211099. <https://doi.org/10.1001/jamahealthforum.2021.1099>

The graphic depicts a globe of the Earth in the center, surrounded by several hands of various skin tones (red, orange, yellow, green) reaching up to hold it. The hands are arranged in a circle, creating a heart-like shape around the globe. The background is white with a faint world map.

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CARES:
Competencies And Recommendations for Educating Undergraduate Nursing Students
Preparing Nurses to Care for the Seriously Ill and their Families

American Association of Colleges of Nursing.
 (2016). *CARES--Competencies And Recommendations*
for Educating Undergraduate Nursing Students: Preparing
nurses to care for the seriously ill and their families.
 American Association of Colleges of Nursing.

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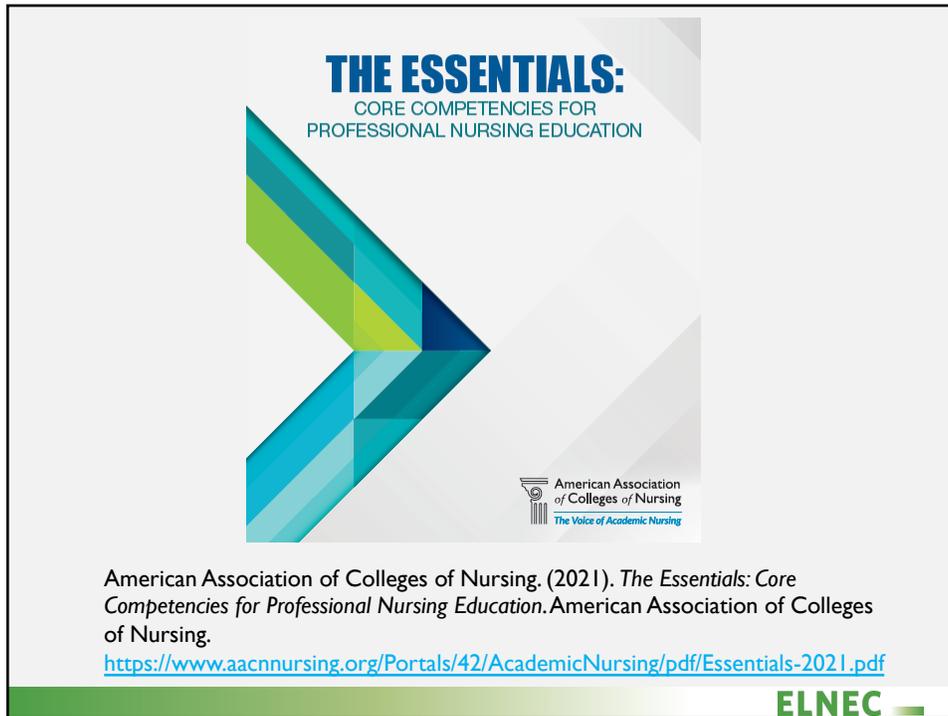


Preparing Graduate Nursing Students to Ensure Quality Palliative Care
 for the Seriously Ill & Their Families

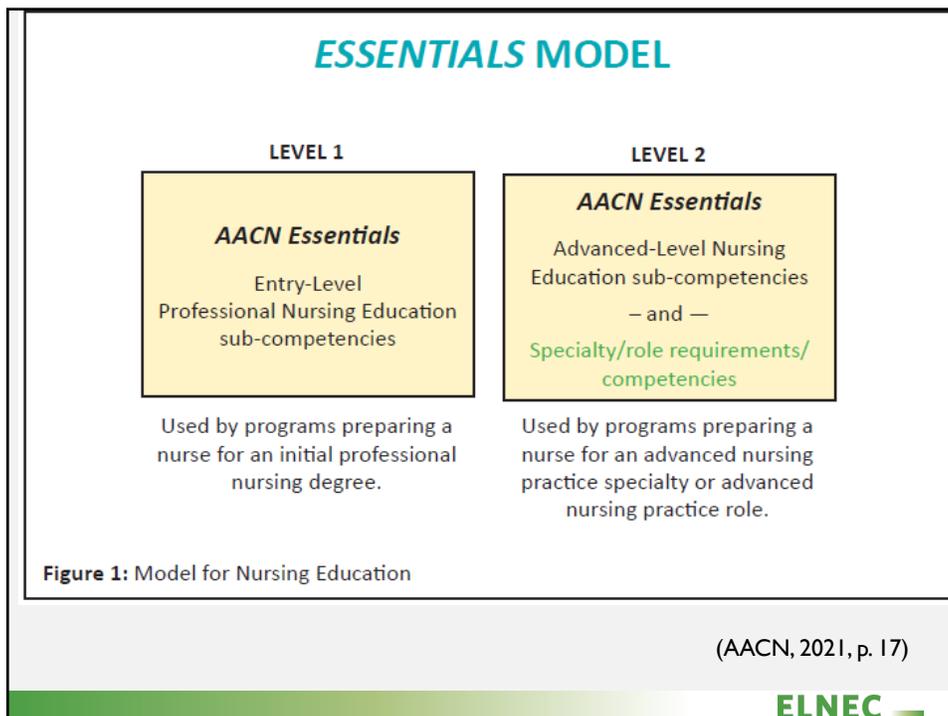
American Association of Colleges of Nursing.
 (2019). *Preparing Graduate Nursing Students to Ensure*
Quality Palliative Care for the Seriously Ill & Their
Families. American Association of Colleges of
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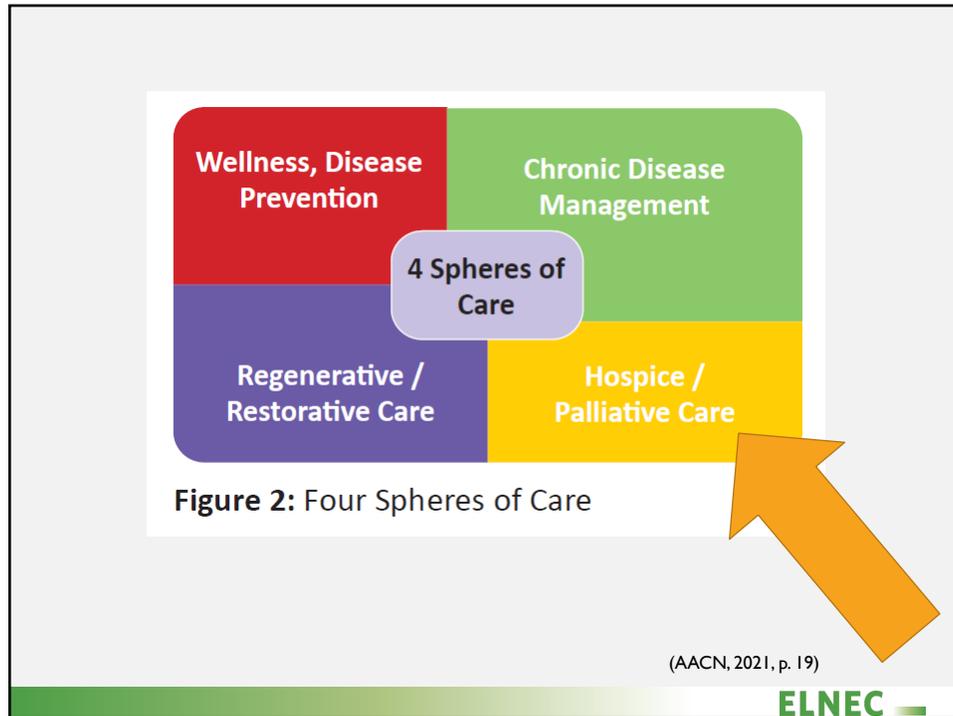
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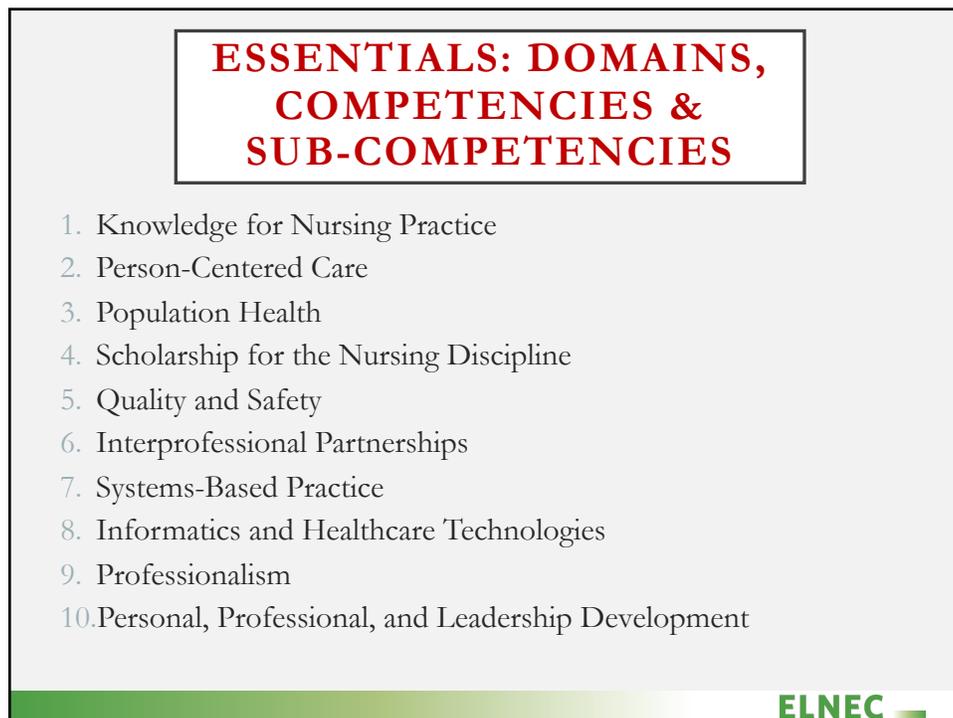
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ESSENTIALS: CONCEPTS

- Clinical Judgement
- Communication
- Compassionate Care
- Diversity, Equity, and Inclusion
- Ethics
- Evidence-Based Practice
- Health Policy
- Social Determinants of Health

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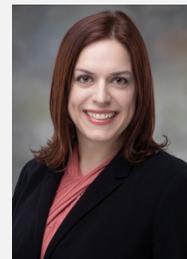
CARES/G-CARES (2ND ED.) TEAM



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Updated palliative care competencies for entry-to-practice and advanced-level nursing students: New resources for nursing faculty

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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>



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**COMPETENCY STATEMENT
REVISION PROCESS**

Entry-level Professional Nursing

- CARES (2016) = 17 competency statements
- CARES (2nd ed.) = 15 competency statements

Advanced-Level Nursing

- G-CARES (2019) = Eight (All graduate Masters/DNP) + Five Direct Care
- G-CARES (2nd ed.) = 12 competency statements


Endorsed March 2022
 American Association
 of Colleges of Nursing

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CARES (2ND ED.)

*Competencies And Recommendations for
Educating Undergraduate Nursing Students*

Entry-level professional nurses should achieve the following by the end of their formal nursing education

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1. **Advocate** for and promote integration of palliative care for patients with serious illness or injury and their families **across the disease trajectory** as essential to quality care.
2. Consider the complex and evolving **socio-economic** factors that influence **equitable** palliative care delivery within health care systems.
3. **Reflect** on one's ethical, cultural, and spiritual values and their influence on relationships in palliative care.
4. Demonstrate respect for **diversity, equity, and inclusion** as essential for the delivery of culturally sensitive, quality palliative care.

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5. Communicate effectively, **respectfully**, and compassionately with patients, families, interprofessional team members, and the public about palliative care.
6. Collaborate effectively **within the interprofessional team to coordinate the delivery of high-quality palliative care across healthcare settings.**
7. Demonstrate respect for **person-centered care** by aligning the plan of care with patient and family values, beliefs, preferences, and goals of care.
8. Apply ethical principles, **social justice, and moral courage** in the care of patients with serious illness, their families, and communities.

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9. **Comply** with state and federal laws and institutional policies relevant to the care of patients with serious illness and their families.
10. Utilize **evidence-based** tools to perform a holistic health assessment of pain and other symptoms, considering **physical, psychological, social, and spiritual needs.**
11. **Synthesize** assessment data to develop and implement plans of care that address physical, **psychological, social, and spiritual needs, utilizing holistic, evidence-based approaches.**
12. **Conduct ongoing reassessment** and evaluation of patient outcomes, **modifying the plan** of care as needed to be consistent with goals of care.

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13. Provide culturally sensitive care that is responsive to rapidly changing physical, psychological, social, and spiritual needs during the dying process and after death.
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.**

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G-CARES (2ND ED.)

*Graduate Competencies And Recommendations for
Educating Undergraduate Nursing Students*

Advanced-level nurses should achieve the following by the end of their formal nursing education

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1. Articulate the value of palliative care to patients, families, interprofessional team members, and the public.
2. Facilitate access to palliative care as standard practice across the disease trajectory and healthcare settings for persons with serious illness and their families.
3. **Respond** to dynamic changes in population demographics, **socio-economic factors**, the healthcare system, and **emerging technologies** to improve outcomes for persons with serious illness and their families.
4. **Demonstrate** leadership guided by principles of ethics, **social justice, equity, and moral courage** in the advancement of quality palliative care.

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5. **Engage** in strategic partnerships with interprofessional colleagues and community stakeholders to influence policies and quality improvement activities related to primary palliative care.
6. Contribute to the **development and translation** of evidence-based palliative care practice in clinical, administrative, and academic settings.
7. Utilize advanced palliative care communication skills with **patients, families, and team members** as appropriate to one's functional area of nursing practice and the professional context.
8. Promote delivery of care that supports holistic assessment and management of pain and symptoms common in serious illness at the full scope of practice.

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9. Collaborate with healthcare team members to coordinate culturally sensitive, patient-centered, and family-focused palliative care across care settings.
10. Consult with specialty services for complex palliative care issues that exceed one's functional area of practice and educational preparation.
- 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.**
12. Contribute to an environment that fosters **well-being for self, patients, families, and team members** to cope with suffering, grief, loss, and bereavement.

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**ALIGNMENT WITH AACN
ESSENTIALS**

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Alignment of <i>CARES</i> (2 nd ed) and AACN Essentials Entry-Level Professional Nursing Education: Competencies and Sub-Competencies			
<i>CARES</i> Statement	Entry-Level Professional Nursing Education (Level 1)		
	Domains	Competencies	Sub-competencies
1. Advocate for and promote integration of palliative care for patients with serious illness or injury and their families across the disease trajectory as essential to quality care.	1: Knowledge for Nursing Practice	1.1	1.1a, 1.1b, 1.1c, 1.1d
		1.2	1.2a, 1.2c
	2: Person-Centered Care	2.5	2.5a
		2.7	2.7b, 2.7c
		2.9	2.9b
	3: Population Health	3.1	3.1h
		3.2	3.2b
		3.4	3.4d
		3.5	3.5a, 3.5b, 3.5c, 3.5d, 3.5e
		4: Scholarship for the Nursing Discipline	4.1
		4.2	4.2c, 4.2d
	5: Quality and Safety	5.1	5.1a, 5.1f

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Alignment of <i>CARES</i> (2 nd ed) and AACN Essentials Concepts for Nursing Practice								
<i>CARES</i> Statement	AACN Concepts for Nursing Practice							
	Clin. Judg.	Comm.	Comp. Care	DEI	Ethics	EBP	H. Policy	SDH
1. Advocate for the integration of palliative care as essential to quality care across the disease trajectory for persons with serious illness and their families.		X		X	X	X	X	X
2. Consider the complex and changing socio-economic factors that influence equitable access and delivery of palliative care across health care systems.	X			X	X	X		X
3. Reflect on one's ethical, cultural, and spiritual values and their influence on interpersonal interactions in palliative care.		X	X	X	X			
4. Demonstrate respect for diversity, equity, and inclusion as essential for culturally sensitive, quality palliative care.	X	X	X	X	X	X		X

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Alignment of AACN *Essentials* Entry-Level Professional Nursing Education (Level 1) Sub-Competencies and *CARES* (2nd ed)

Entry-Level Professional Nursing Education (Level 1)			
Domains	Competencies	Sub-competencies	CARES Statement
1: Knowledge for Nursing Practice	1.1	1.1a	1, 7, 13
		1.1b	1, 11, 13
		1.1c	1, 13
		1.1d	1, 6, 13
	1.2	1.2a	1, 8, 11, 13
		1.2b	No alignment
		1.2c	1, 2, 4
		1.2d	3, 8
		1.2e	8, 13
	1.3	1.3a	11, 13
		1.3b	11, 13
		1.3c	8, 11, 13



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CARES (2ND ED.) & LEVEL-1 ESSENTIALS FREQUENCIES

Domain 1: Knowledge for Nursing Practice

1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines	N	1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.	N
1.1a	3	1.2a	4
1.1b	3	1.2b	0
1.1c	2	1.2c	3
1.1d	3	1.2d	2
		1.2e	2



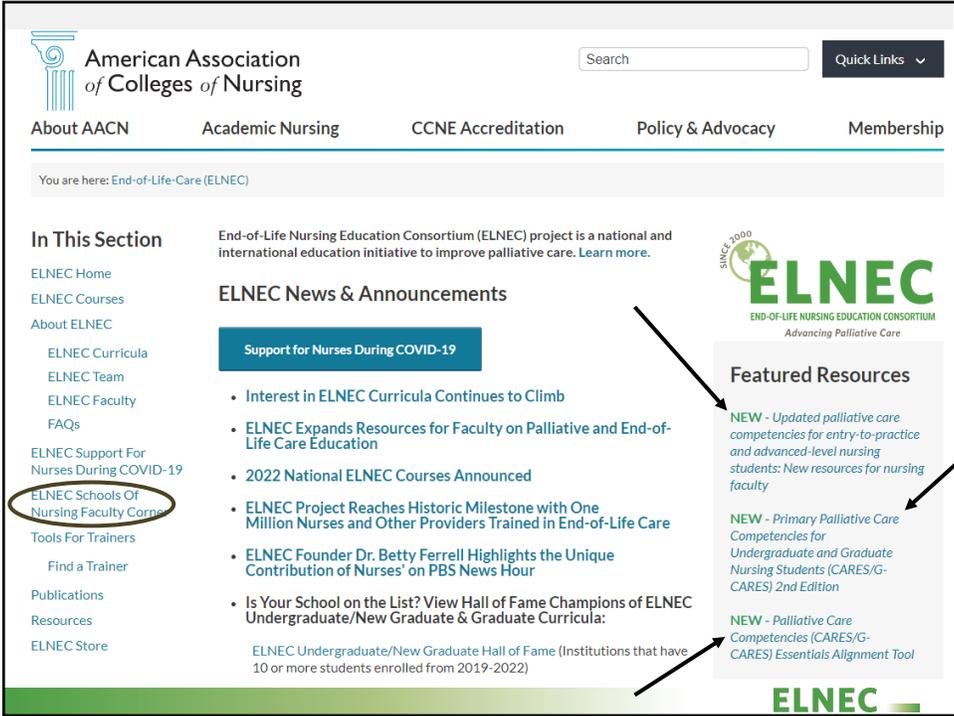
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IDEAS FOR USE AMONG SCHOOLS OF NURSING

- Faculty Development
- Curricular Self-Assessment
- Align with course or individual module objectives
- Course Activity Design
- Simulation Scenarios



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The screenshot shows the website for the American Association of Colleges of Nursing (AACN). The navigation bar includes links for About AACN, Academic Nursing, CCNE Accreditation, Policy & Advocacy, and Membership. A search bar and a 'Quick Links' dropdown are also present. The breadcrumb trail indicates the user is in the 'End-of-Life-Care (ELNEC)' section.

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** (circled in red)
- Tools For Trainers
 - Find a Trainer
- Publications
- Resources
- ELNEC Store

End-of-Life Nursing Education Consortium (ELNEC) project is a national and international education initiative to improve palliative care. [Learn more.](#)

ELNEC News & Announcements

Support for Nurses During COVID-19

- Interest in ELNEC Curricula Continues to Climb
- ELNEC Expands Resources for Faculty on Palliative and End-of-Life Care Education
- 2022 National ELNEC Courses Announced
- ELNEC Project Reaches Historic Milestone with One Million Nurses and Other Providers Trained in End-of-Life Care
- ELNEC Founder Dr. Betty Ferrell Highlights the Unique Contribution of Nurses' on PBS News Hour
- Is Your School on the List? View Hall of Fame Champions of ELNEC Undergraduate/New Graduate & Graduate Curricula:
 - ELNEC Undergraduate/New Graduate Hall of Fame (Institutions that have 10 or more students enrolled from 2019-2022)

Featured Resources

- NEW** - Updated palliative care competencies for entry-to-practice and advanced-level nursing students: New resources for nursing faculty
- NEW** - Primary Palliative Care Competencies for Undergraduate and Graduate Nursing Students (CARES/G-CARES) 2nd Edition
- NEW** - Palliative Care Competencies (CARES/G-CARES) Essentials Alignment Tool



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**ELNEC Undergraduate/
New Graduate**

- ❖ 917 Undergraduate Schools
- ❖ 80,659 completions

ELNEC Graduate

- ❖ 346 Schools
- ❖ 1806 completions

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OCTOBER 28th Webinar
10am Pacific
12pm Central
1pm Eastern

**Evaluating Learning Outcomes in
Palliative Care Nursing Education:
Tools and Strategies**



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