

Integrating Palliative Care Concepts across the Curriculum in Undergraduate Nursing Education

Regional Webinar

April 27, 2022



Support for Webinars

Dr. Betty Ferrell, Professor City of Hope

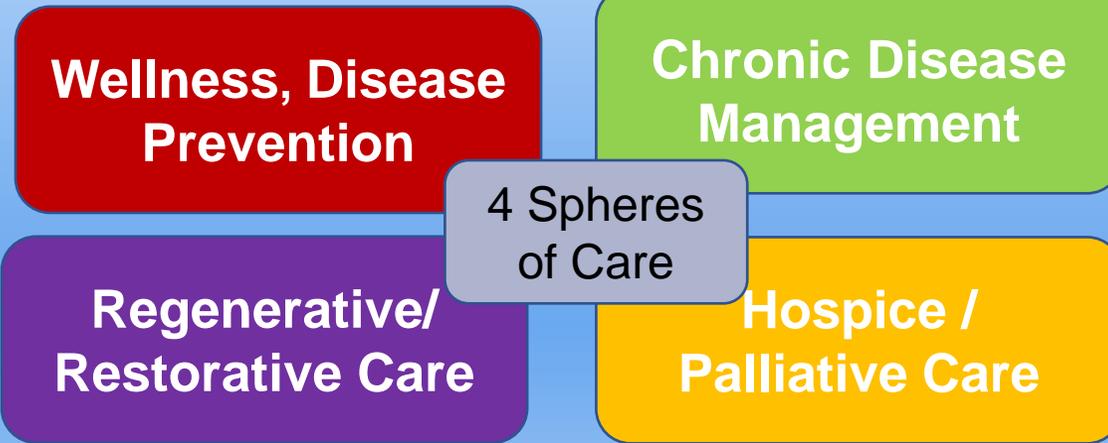
Principal Investigator ELNEC Project

- 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



Physical/Mental Health; Management of Acute/Intermittent Needs of Healthy People

Management of diseases/prevention of negative outcomes



Critical/Trauma; Complex Acute; Exacerbations of Chronic Conditions

End of life, supportive, long-term, rehabilitative; chronic disease care

Objectives

Describe pathways to integrating palliative care in undergraduate curriculum

Explore challenges and collaborate on strategies for integration of palliative care concepts in existing curriculum

Panelists

**Karen de la Cruz, PhD, RN, CTN-A,
AACNP/FNP**

Associate Teaching Professor
College of Nursing,
Brigham Young University
Provo, Utah

Tina L. Koch MS, RN RAC-CT

Associate Professor - Registered
Nursing
College of Southern Idaho, Twin
Falls, ID

**Dr. Kimberly Mau, DNP, MSN,
RN**

Academic Program Director, BSNU
Western Governors University

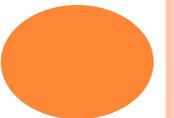
**Shandeigh "Nikki" Berry, PhD,
RN, CNOR**

Assistant Professor
Department of Nursing
Saint Martin's University

ELNEC AT BRIGHAM YOUNG UNIVERSITY



- Karen De la Cruz, PhD, RN, CTN-A, AACNP/FNP
- Associate Teaching Professor
- College of Nursing
- karen-delacruz@byu.edu



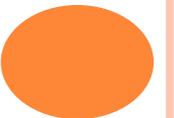
BRIGHAM YOUNG UNIVERSITY



Offers a traditional BSN program

65 – 75 students are accepted for August & January start dates

Nursing core courses for 4th through 8th semesters



CONTENT PLACEMENT

Within RN curriculum

- 4th & 5th semesters
 - Fundamentals
 - Gerontology Clinical
 - Pharmacology
 - Med-Surg Lecture
 - Med-Surg Clinical

Multidisciplinary placement

- End-of-Life course for undergraduate and graduate programs
 - Nursing-Gero minor
 - Sociology – Gero minor
 - Family Life
 - Chaplaincy Program



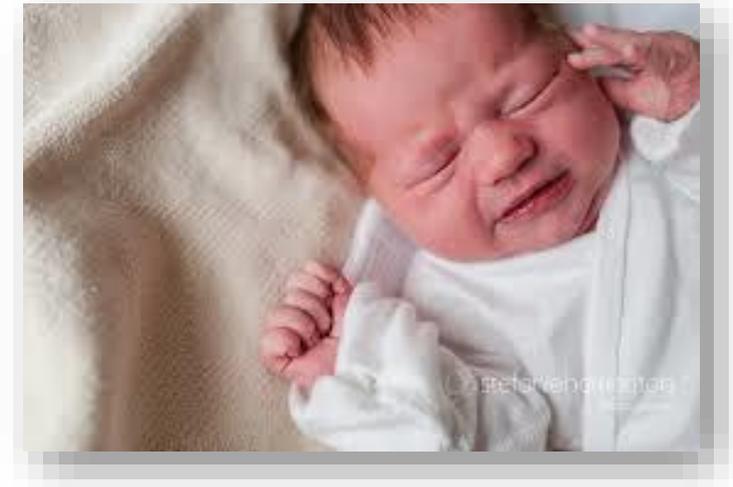
EVALUATION

- a. Post-tests submitted for credit in each undergraduate course.
- b. Debriefing is incorporated into undergraduate nursing clinical coursework on topics covered in those classes.
- c. Graduate students submit a significant paper, choosing from a list of topics included in their course work to show synthesis of material, ability to incorporate current literature, and recognition of topics that can be incorporated into their professional practice.



INTERDISCIPLINARY END-OF-LIFE COURSE

- a. This, or a similar class, is required for any student seeking an undergraduate Gerontology Minor, Family Life degree, or the Master's in Chaplaincy.
- b. Students are required to complete all modules, which are correlated with the lectures.
- c. Lectures expand on areas that are not included or are more lightly covered in the ELNEC curriculum, such as cultural implications and mortuary services.



ORGANIZATIONAL SUPPORT

- a. Previous Dean of College of Nursing opted into joining the research being done by ELNEC several years ago. We successfully piloted the program in our undergraduate curriculum.
- b. The content meshed well with the interdisciplinary EOL course, so I adopted the program as a part of that class.
- c. A challenge was how to proceed after the grant period was over. The ELNEC curriculum is counted as a “book” for students.
- d. A future challenge is that our College is considering an exclusive contract with a book company. We may have to get an exemption to continue using the ELNEC curriculum in core nursing courses.



Western Governors University

Use of ELNEC in a Competency-based Curriculum



Dr. Kimberly Mau, DNP, MSN, RN
Academic Program Director, BSNU
Western Governors University

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Our Programs...

- WGU has provided competency-based education in the CHP since it's inception in 2008, and the University utilizes performance and objective assessment methods to assess competency achievement.
- We currently have approximately 17,000 RN to BSN and RN to MSN undergraduate nursing students, 900 prelicensure students and 4,000 MSN students.
- WGU admits new cohorts to each program the first of every month.
- Each student is enrolled in a 6-month term and can move through the program at an on-time or accelerated pace.

Use of ELNEC in the Competency-Based Curriculum

- Prelicensure BSN Program utilizes the undergraduate ELNEC course in Care of the Older Adult.

- RN to BSN/UG Bridge- Previous program version utilized ELNEC Core in Care of the Older Adult

The redeveloped program, launched on February 1, 2022, is aligned to the 2021 CCNE *The Essentials*, and has incorporated ELNEC into the Emerging Professional Practice course, with options for the students and application of new knowledge in the field experience.

- MSN FNP utilizes the graduate program curriculum, which began in June 2020.

Use Across the Continuum

Prelicensure BSN

- The Care of the Older Adult course contains the New graduate/prelicensure ELNEC course.

RN- BSN and RN-MSN Undergraduate

- This course is 9th out of 10 core nursing courses in the standard path.
- Students can select from the following ELNEC topics: Core, Critical Care, Geriatrics, Pediatrics.
- Successful Completion of the ELNEC is a mandatory performance assessment in the course.
- Student complete direct field experience hours in community sites with a focus upon populations in need of palliative care and apply new knowledge.
- Students also submit a reflective summary of how the ELNEC information will help them in their professional role in their five-year professional plan.

FNP Program

- Contains the Graduate curriculum in the Health Promotion course taken during the 4th term of the program.



Integration into Curriculum

- Program redevelopment of the RN to BSN/UG Bridge consisted of rewriting of program competencies, course competencies, learning outcomes and skills aligned to CCNE Essentials. Below is an example of a competency from the Emerging Professional Practice course- LOs are from the selected ELNEC courses.
- **Competency 738.8.2:
Explain Palliative Care Interventions**
The learner explains interprofessional interventions that alleviate suffering, improve quality of life, and empower patients and families who have received life-limiting diagnoses.
(CL1, AAK 2.45)

Early Intervention - The individual identifies risks and potential or existing health problems and acts according to scope of licensure to prevent complications. 3855

Patient/Family Education - The individual demonstrates health teaching methods appropriate to the situation and the healthcare consumers' values, beliefs, health practices, developmental level, learning needs, readiness and ability to learn, language preference, spirituality, culture, and socioeconomic status. 6698

Treatment Planning - The individual works with patients to create individualized plans of care that are defined by the patient's condition and goals. 6923



Benefits to use of ELNEC

- Aligns with the competency-based expectation of 2021 CCNE Essentials
- Aligns with the focus upon one of the four spheres now required in the 2021 CCNE Essentials- Palliative/End of Life care
- Allowing the student to select the ELNEC course track allows for application to current practice or future practice and professional development
- Allows for Palliative care focus across the lifespan.
- Online format with the use of Relias- easily integrated in courses.
- Opportunity to introduce at prelicensure or RN to BSN level and advance knowledge throughout professional journey.
- Assists in integration of specialized knowledge area that may be difficult to find in faculty.

Questions?



WGU

www.wgu.edu



PALLIATIVE CARE EDUCATION



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ASSOCIATE PROFESSOR - REGISTERED NURSING

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PALLIATIVE CARE EDUCATION

- PALLIATIVE CARE IS DISCUSSED WITH OUR STUDENTS TWICE WHILE IN FIRST SEMESTER.
 - 1ST TIME IS WHEN THEY ARE DISCUSSING “THE HEALTH CARE DELIVERY SYSTEM” – IT IS DISCUSSED AS A TOOL TO ASSIST IN PROVIDING CARE FOR LOVED ONES
 - 2ND TIME IS WHEN THE STUDENTS ARE TAUGHT ABOUT PAIN MANAGEMENT LATER IN THE SEMESTER.

DISCUSSED AGAIN IN SECOND SEMESTER

- 1ST WHEN DISCUSSING END OF LIFE CARE
 - GOALS OF PALLIATIVE CARE
- 2ND WHEN DISCUSSING RADIATION THERAPY
- 3RD IT IS DISCUSSED DURING SEDATION AND SURGICAL DISCUSSIONS

TEXTBOOK UTILIZED

- **FUNDAMENTAL OF NURSING – POTTER, PERRY, STOCKERT, & HALL**
- **LEWIS'S MEDICAL-SURGICAL NURSING – HARDING, KWONG, ROBERTS, HAGLER, & REINISCH**



Saint Martin's
UNIVERSITY

Palliative Education



Shandeigh "Nikki" Berry, PhD, RN, CNOR

Assistant Professor

Department of Nursing

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Program Structure

- Private Catholic university
- Three nursing tracts
 - Traditional BSN: 167 (105 upper division)
 - LPN-BSN: 3
 - RN-BSN: 20



Junior I Semester

N301

- Communication (5, 11)
- Ethics (8)
- Implicit Bias (3, 7)
- Self-Care (15, 16)
- Loss, Grief, Bereavement (2, 7)
- Spirituality, Religiosity, Death (12)

N302

- Communication (5, 11)
- Pain (10, 11)

N302L

- Postmortem Care (1, 14)



Junior I Semester

Lesson Structure

- Pre-class assignments
 - Preparatory reading
 - Pre-recorded lectures
 - YouTube videos
- In-class
 - Lecture
 - Group activities

Activities

- Care planning
- “Pair & Practice”
- Small group discussion
- Class discussion

Evaluation

- Exams



Junior II Semester

Session 1

- Re-Introduction
 - Palliative Care (1, 2, 5, 13, 17)
 - Hospice Care (1, 2, 5, 13, 17)
 - End-of-Life
- Ethical Issues (3, 8, 17)

Session 2

- Comfort Care (5, 10, 11, 12, 17)
- Pain/Symptom Management (10, 11, 12)

Session 3

- Stages of Dying (10, 11, 12)
- Postmortem Care (1, 14)
- Communicating Bad News (5, 7, 9)
- Spirituality (12)

Session 4

- Grief & Bereavement (16)
- Culture (3, 4, 14)
- Self-Care (15, 16)



Junior II Semester

Preparatory Materials

- Assigned reading
 - Patient perspective
 - Nurse perspective
- Recorded lecture
- Symptom management handouts
- Communication handouts

Lesson Structure

- Pre-lecture Q&A
- Lecture
- Group activities

Activities

- Care planning
- “Pair & Practice”
- Small group discussion
- Class discussion

Evaluation

- Pre-lecture quiz
- Exams
- Debrief



LPN-BSN Semester II

Acute Care

- Re-Introduction
 - Palliative Care (1, 2, 5, 13, 17)
 - Hospice Care (1, 2, 5, 13, 17)
 - End-of-Life
- Ethical Issues (3, 8, 17)
- Communicating Bad News (5, 7, 9)
- Spirituality (12)

Learning

- Preparatory reading
- Pre-recorded lectures
- YouTube videos
- Classroom lecture
- Group activity/discussion

Evaluation

- Debrief
- Exam



Senior II Semester

Preparatory Materials

- Assigned reading
 - Patient perspective
 - Nurse perspective
- Recorded lecture
- Symptom management handouts
- Communication handouts

Simulation

- Upcoming
 - Perinatal loss
 - Pediatric loss
 - Geriatric loss

Evaluation

- Debrief



Opportunities for Growth

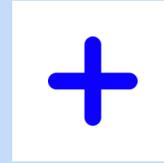
- Expand palliative faculty
- Trad-BSN – Senior year
- LPN-BSN – Semester I
- RN-BSN program



Organizational Strengths

- Strengths
 - Strong leadership support
 - Faculty support
 - New program
 - Curriculum development
 - Integrating palliative education
- Challenges
 - Time constraints
 - Faculty comfort level
 - New program





- ✓ Explore challenges or obstacles to incorporating palliative care education into the curriculum – “What are your barriers?”
- ✓ Brainstorm strategies for overcoming the barriers - “Who are your champions and stakeholders?”
- ✓ Identify ‘easy wins’ – what courses lend themselves to one or two palliative care concepts – “What are your strengths?”

In your groups assign a scribe to jot down ‘sticky notes’ using the Jamboard link that highlights your discussion

ELNEC Schools of Nursing Faculty Corner

Welcome

ELNEC Materials

Hall of Fame

Teaching & Evaluation Tools

Publications

Welcome

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

Click on "ELNEC Materials" tab for free access to ELNEC Undergraduate/New Graduate and/or ELNEC Graduate curricula.

Click on "Teaching & Evaluation Tools" tab for materials and websites from our palliative care colleagues.

Click on "Hall of Fame" to see if your institution is featured as one of ELNEC's champion sites.

New Publications & Resources

Posted April 2022

- [Primary Palliative Care Competencies for Undergraduate and Graduate Nursing Students \(CARES/G-CARES\) 2nd Edition](#)
- [Palliative Care Competencies \(CARES/G-CARES\) Essentials Alignment Tool](#)



Upcoming Webinars

- **Palliative Care Nursing Education: 4 Schools Share Their Integration Experiences in Undergraduate Curriculum**
 - April 27, 2022 at 3:00 PM PT/6:00 PM ET
 - Panelists:
 - Shandeigh "Nikki" Berry, PhD, RN, CNOR, Assistant Professor, Saint Martin's University
 - Dr. Kimberly Mau, DNP, MSN, RN, Academic Program Director, BSNU Western Governors University
 - Karen de la Cruz, PhD, RN, CTN-A, AACNP/FNP, Associate Teaching Professor, Brigham Young University
 - Tina L. Koch MS, RN RAC-CT, Associate Professor, College of Southern Idaho
 - **Register in advance for this meeting: [Click Here](#)**

After registering, you will receive a confirmation email containing information about joining the meeting. Please add the link to your calendar as registering does not automatically populate your calendar.
- Teaching Innovation with Palliative Care - TBD, Facilitated by **Andra Davis, PhD, MN, RN**

[Recorded Webinars](#) ▾



Faculty Spotlight

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

March 2022: [Linda Campbell, PhD, RN, CNS, CNE, Dean of Nursing & Jessica Sandstrom, MS, RN, BSN, CEN, Associate Dean and Simulation Coordinator, Warner Pacific University](#)

[Past Faculty Spotlight Interviews](#) ▾

[Welcome Faculty!](#) ▾

Evaluating Your Student Learning

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

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