Implementing AACN Competencies & Guidelines for Undergraduate Nursing Programs: Caring for Seriously Ill Patients and Their Families

Presented by:
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Celebrating 17 Years of Providing Palliative Care Education

END-OF-LIFE NURSING EDUCATION CONSORTIUM

Advancing Palliative Care

A partnership between AACN, Washington, DC and the City of Hope, Duarte, CA
Results of This Partnership....

ELNEC

- 2000: Curriculum Developed
- 2001: 1st National ELNEC Course
- Currently 7 ELNEC Curricula:
  - ELNEC-Core
  - ELNEC-Geriatric
  - ELNEC-Pediatric Palliative Care
  - ELNEC-Critical Care
  - ELNEC-APRN
  - ELNEC-International
  - Integrating Palliative Oncology Care into Doctor of Nursing Practice (DNP) Education and Clinical Practice
Accomplishments Since ELNEC’s Inception

- From January, 2001 to November, 2016, 197 National ELNEC train-the-trainer courses have been held across the US (159) and internationally (38)
- Over 21,500 trainers
- Those trainers have gone back to their community and have educated over 645,000 healthcare professionals
Other Accomplishments

• ELNEC trainers hold many courses each year (many are held by nursing faculty!)
  − 254 regional courses held in 2016
  − Representing 40 states, the District of Columbia, plus 7 international countries (e.g. Germany, Japan, Kenya, Malaysia, Mexico, Philippines, Singapore)
  − Over 7,600 people received this education
Other Accomplishments (cont.)

- 30+ articles published in peer-reviewed journals
- Used for interprofessional education
- National ELNEC Faculty work on key documents promoting palliative care through major national organizations:
  - Institute of Medicine
  - National Cancer Institute
  - National Consensus Project
International Efforts to Disseminate ELNEC

- Presented in 6 of the 7 continents
- Translated into 8 languages
- Representing 91 countries
  - Teaching ELNEC courses
  - Presenting at international conferences
  - Meeting with Ministers of Health, Faculty in Schools of Nursing, etc
ELNEC-Undergraduate Project

- **Goal:**
  Advance primary palliative nursing care for patients with serious illness and their families by educating nursing students during their undergraduate nursing program

- **Action Plan:**
  1) Re-assess state of palliative nursing education
  2) Up-date AACN competencies
  3) Develop on-line curriculum

- **Funding:** Cambia Health Foundation
Timeline of the Project

- **July, 2015:** $800,000 provided from Cambia Health Foundation & re-assessment of state of undergraduate palliative nursing education was initiated
- **October, 2015:** 25 palliative nursing leaders met to up-date the 1998 AACN Peaceful Death Document (PDD)
- **January, 2016:** The up-dated PDD, CARES, was unanimously approved by the AACN Board of Directors
- **February, 2016:** Work began on the on-line version of ELNEC-For Undergraduate Nursing Students
- **January, 2017:** On-line curriculum will be available from Relias Learning
Why Is This Education So Important For Nursing Students?

- No other healthcare professional spends more time at the bedside than the nurse, supporting
  - Physical needs
  - Psychological needs
  - Social needs
  - Spiritual needs
Why Is This Work So Important Clinically?

- Students will be providing care to the most vulnerable in our society
- Education promotes confidence in orchestrating care for seriously ill, complex patients
- Your students’ future employers will want them to have this education
  - 90% of hospitals with more than 300 beds have palliative care teams
  - Joint Commission provides advanced certification in palliative care
...And Why is This Education Important to Academia?

- AACN CARES Document
  (Competencies and Recommendations for Educating Nursing Students)

http://www.aacn.nche.edu/elnec/New-Palliative-Care-Competencies.pdf
However......

NEW GRADUATE NURSES CAN NOT PRACTICE WHAT THEY DO NOT KNOW!
Step 1: Re-Assessment of Undergraduate Nursing Education

- #1: Review of nursing textbooks
- #2: Faculty surveys
- #3: NCSBN Survey (2011)
#1: Review of Nursing Textbooks

- In 1999:
  - ~2% had end-of-life, hospice, palliative care content

- In 2015:
  - 16% more end-of-life, hospice, palliative care content added
  - 17.5% more chapters added

- Most references were out-dated
#2: Faculty Surveys

- N = 71, 33/50 states
- Introduction to Palliative Care, Pain & Symptom Management, Communication, Culture, Ethics, Loss/Grief/Bereavement, and Final Hours of Life: ~33% stated these topics were covered somewhere in their current curriculum
- Preparedness (scale of 0-10): Ranged from 4.6 – 6.1
#3: NCSBN Survey (2011)

- 34/215 (16%) knowledge statements related to palliative care
For More Information

Step 2: Portland OR Summit: October, 2015

- Meeting of 25 nursing faculty & leaders in palliative care
Step 3: Develop ELNEC-Undergraduate Curriculum

- Sought input from faculty across the country
- Developed six one-hour modules
- Modules can be taught online curriculum, in classroom, or hybrid of both methods
- Curriculum is able to be customized to your school’s program
What Topics Will Be Covered in the New On-Line Curriculum?

- #1: Introduction to Palliative Nursing Care
- #2: Communication in Palliative Nursing
- #3: Pain Management in Palliative Nursing
- #4: Symptom Management in Palliative Nursing
- #5: Loss, Grief, Bereavement
- #6: Final Hours of Life

*Ethics & Culture content embedded across all 6 modules*
What Educational Methods Are Used in the On-Line Curriculum?

- Text
- Case Studies
- Vignettes
- Testimonials from national palliative care nursing leaders
- NCLEX-style Questions
- National resources to review (e.g. IOM reports, CARES, etc)
Any Additional Questions?

Thank you for helping to improve care to patients with serious illness and their families by preparing your undergraduate nursing students to provide this important care!