Integrating Palliative Oncology Care into Doctor of Nursing Practice (DNP) Education and Clinical Practice

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Why Is This Project Important?

Fewer Oncologists

- Incidence of cancer rates rising
- Those living with or surviving cancer increasing
- By 2025, the supply of oncologists will grow by only 28%, a shortage of more than 1,487 oncologists
- 3% of oncologists practice in rural areas, where nearly one in five Americans lives

(ASCO, 2014)
Stop and Consider.....

- Who will care for this influx of newly diagnosed patients?
- Who will oversee their treatments?
- Who will provide care and support for cancer survivors?

- Could this be a tremendous opportunity for DNPs to meet the needs of the nation?
By Its Very Definition, DNP\text{'s Could Play a Key Role in Orchestrating Care for Those with Cancer

- Terminal degree for nursing practice
- Defined, “Any form of nursing intervention that influences health care outcomes...including the direct care of individual patients, management of care for individuals/populations, administration of nursing/health care organizations, and development/implementation of health policy.”

(AACN, 2004)
DNP-Prepared Nurses Will Play a Critical Role in Meeting These Unprecedented Needs!

- No other healthcare professional spends more time with oncology patients than the nurse:
  - Diagnosis
  - Palliative care
  - Treatment
  - Survivorship
  - Possible relapse
  - Further treatment
  - End-of-life care
  - Preparation for death
  - Bereavement care for the family
Primary Aims of Project

- #1: Prepare DNP faculty to integrate evidence-based palliative care content into DNP curricula
- #2: Increase knowledge and skills of DNP graduates in providing evidence-based palliative oncology care
Curriculum Modules

- Up-date on cancer care
- Incorporating palliative oncology care into DNP core courses
- Incorporating palliative oncology care into Capstone projects and clinical practice
- Building leaders
- Enhancing communication
- Working with/leading interprofessional teams
- Leading the team in pain/non-pain symptom assessment and management
- Using principles of business, finance, and economics
- Using principles of regulations, outcomes, guidelines, QI
Overview of Participants

- 189 participants
- 39 states + District of Columbia represented
- Workplace:
  - 156: Schools/Colleges of Nursing faculty
  - 26: Clinical practice
  - 4: Both faculty and clinical practice
  - 3: DNP students (final year)
- DNP clinical practitioner’s workplaces
  - Comprehensive Cancer Centers
  - Acute care facilities
  - Veterans Administration Medical Centers (VAMC)
  - Hospices
  - Children’s hospitals
  - Geriatric medical service
  - National nursing organizations
18-Month Post-Course Evaluation: 1st Cohort

- N = 43 (100% participation)
- 357 students received this education through at least one module
- Most frequently used modules:
  - Importance of Interprofessional Teams in Palliative Care (62.1%)
  - Incorporating Palliative Oncology Care into Capstone Projects and Clinical Opportunities (55.2%)
  - Using Principles of Regulation, Outcomes Measurement, Guidelines and Quality Improvement (51.7%)
18-Month Post-Course Evaluation: 1st Cohort (continued)

- Participants sought additional education and support in palliative oncology care:
  - 42% now subscribe to/read palliative care publications
  - 39% collaborate with other organizations/institutions to implement their education
  - 39% attended a continuing education/staff development program on palliative oncology care
  - 35% became involved in a palliative care committee/task force
3 Examples of What Participants of Course are Doing Today to Disseminate and Implement the Curriculum
Nanci McLeskey, DNP, MDiv, CHPN, FNGNA
University of UT College of Nursing

- Met with faculty to see how content could be integrated into current curriculum
- Used content to assist DNP students with their capstone project
- Using communication vignettes with DNP students in an effort to increase their communication skills
Quinten Robertson, DNP, FNP-BC, CHPN
Memorial Hermann Health System (TX)

- Clinical manager for pc programs in
  10 hospitals
  6 out-patient clinics
  1 home-based program
- Uses ELNEC to prepare nurses to care for newly diagnosed cancer patients and to transfer care to pc team when appropriate
Angel Smothers, DNP, FNP-BC
University of West Virginia

- Met with the DNP leadership team to discuss integrating the ELNEC content into the DNP program
- Went through IRB for approval and plan to publish findings from faculty and student survey on palliative care knowledge
- Results: Content from the DNP course will be embedded into curriculum for DNP students starting summer, 2017
There Has Never Been a Better Time for DNPs To.....

- Educate future administrators, educators, practitioners, policymakers
- Role-model
- Mentor
- Share your vision for excellent palliative care
References

