

Advancing Palliative Care Education: Innovative Strategies in Undergraduate Programs

Megan Lippe, PhD, MSN, RN, ANEF, FPCN, FAAN

Associate Professor
UT Health San Antonio
School of Nursing

Andra Davis, PhD, MN, RN

Associate Professor
University of Portland
School of Nursing and Health Innovations



Disclosures

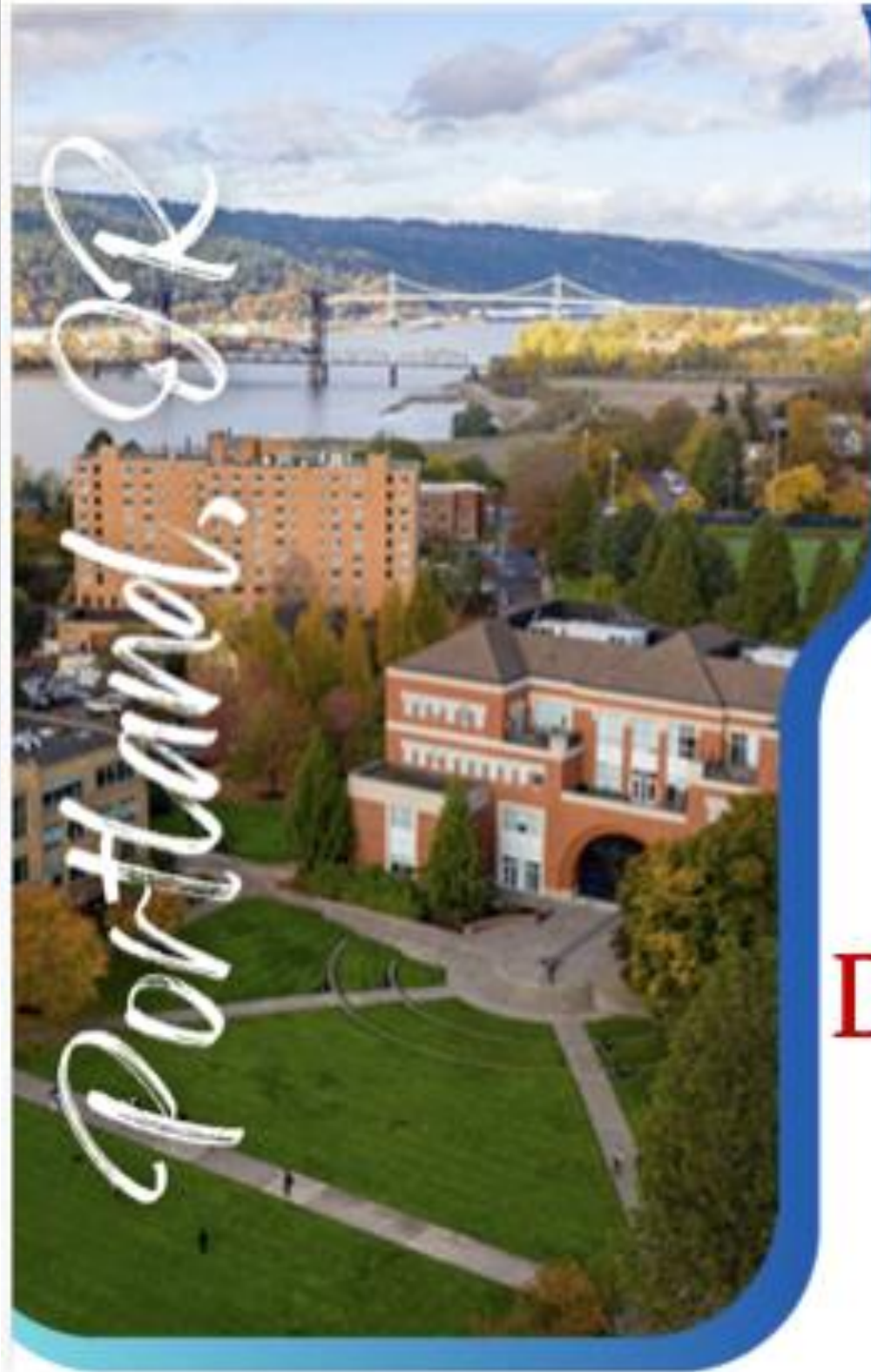
- Drs. Davis and Lippe, Co-Investigators with the End-of-Life Nursing Education Consortium (ELNEC)
- Grant-funding through Cambia Health Foundation, to support the advancement of palliative care education



Objectives

- Explore different innovative strategies to advance palliative care education at three nursing programs



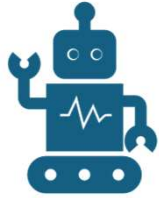


Implementing the AACN
Essentials Domain of
Palliative Care in
Undergraduate Nursing
Education:
**A Workshop for Faculty
Development and Leadership**

July 18-19, 2024

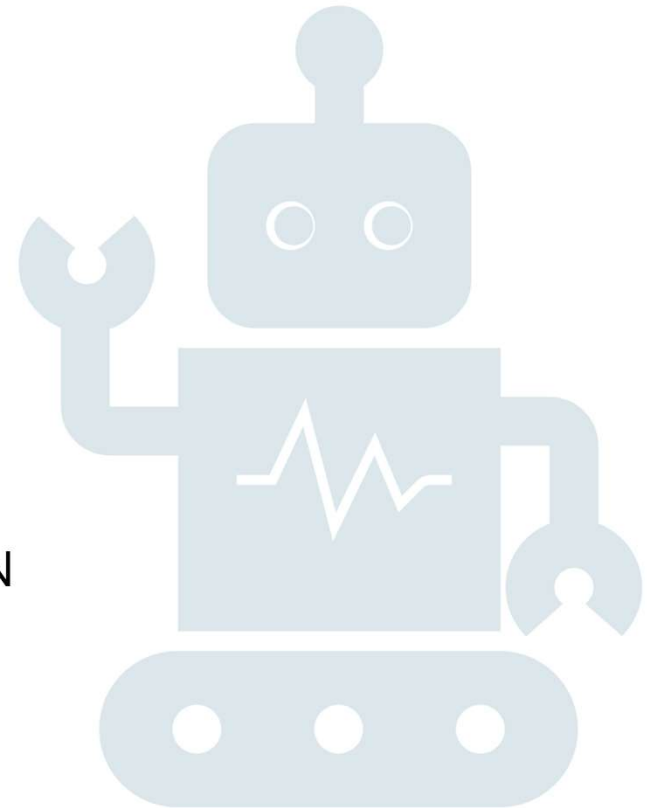
Presentations

1. Artificial Intelligence Based Role-Play: A New Approach to Palliative Care Simulation Education
 - Presenter: Dr. Caroline Bell, Saint Elizabeth University
2. End of Life + Beginning of Clinical = Better Together
 - Presenters: Dr. Mary Knowlton and Dr. Gail Elliott, Western Carolina University
3. Primary Palliative Care: A Dedicated Course;
 - Presenters: Dr. Janet Wulf and Dr. Hannah Murphy Buc, University of Maryland School of Nursing



Artificial Intelligence (AI) based role play and competency-based nursing education

Caroline Bell, DNP, RN, CPNP, CPHON
Saint Elizabeth University
Morristown, NJ



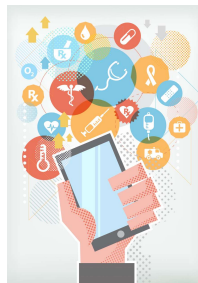
Artificial Intelligence based role play: A new approach to palliative care simulation education

Background

Limited clinical opportunities for practicing essential palliative care communication techniques exist for undergraduate nursing students. Artificial Intelligence (AI) is an innovative tool that can bridge this gap and allow students to engage in nonjudgmental dialogue with a bot, acting as a patient.

Methods

Nurse educator led role play using AI to create a novel patient/student dialogue surrounding end of life care was integrated into a senior BSN student clinical simulation day.



Results

All eleven students who completed the Student Satisfaction and Self-Confidence in Learning survey reported “Strongly Agree” on all measurements of self confidence and satisfaction with the use of AI guided end of life dialogue.



Conclusion

Artificial intelligence can be a valuable pedagogical strategy for teaching and practicing end of life discussions with undergraduate nursing students.

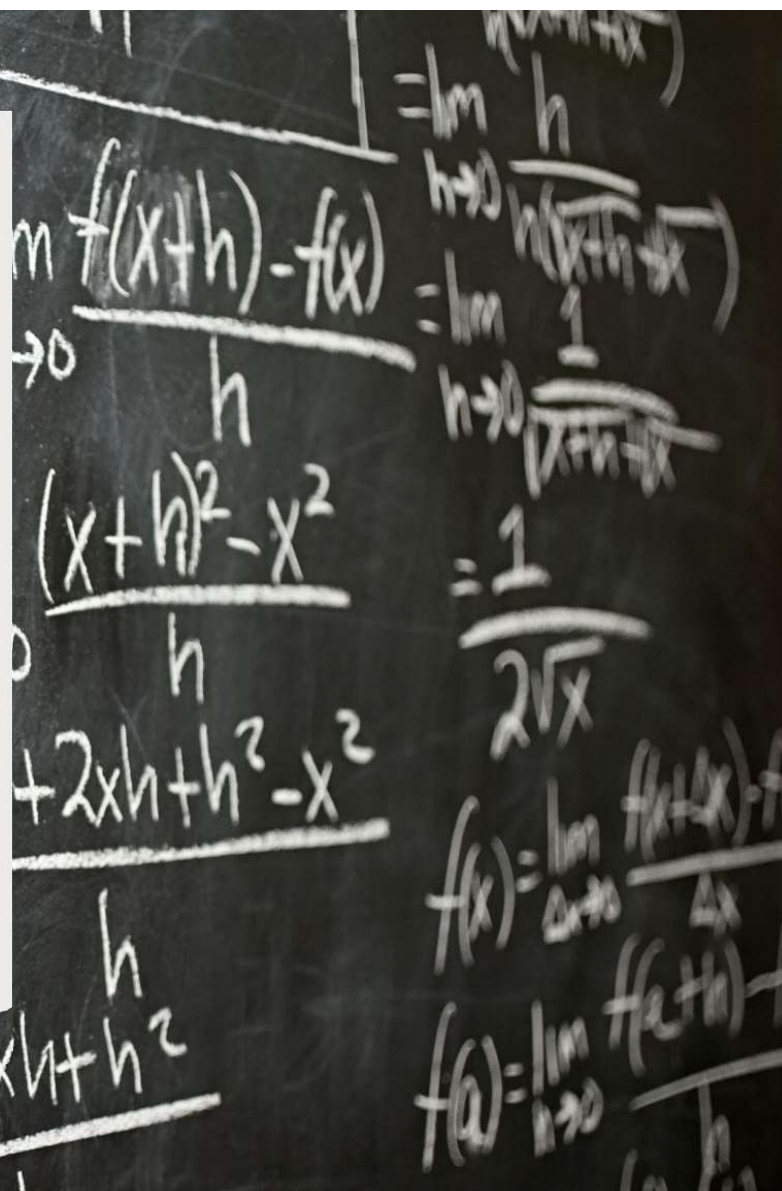
Selected References:

Skedsmo, K., Nes, A. A. G., Stenseth, H. V., Hofso, K., Larsen, M. H., Hilderson, D., Smis, D., Hagelin, C. L., Olaussen, C., Solberg, M. T., Bingen, H. M., Ølnes, M. A., & Steindal, S. A. (2023). Simulation-based learning in palliative care in postgraduate nursing education: a scoping review. *BMC Palliative Care*, 22(1), 1–15.

What is competency-based education?

“a system of instruction, assessment, feedback, self-reflection, and academic reporting that is based on students demonstrating that they have learned the knowledge, attitudes, motivations, self-perceptions, and skills expected of them as they progress through their education.”

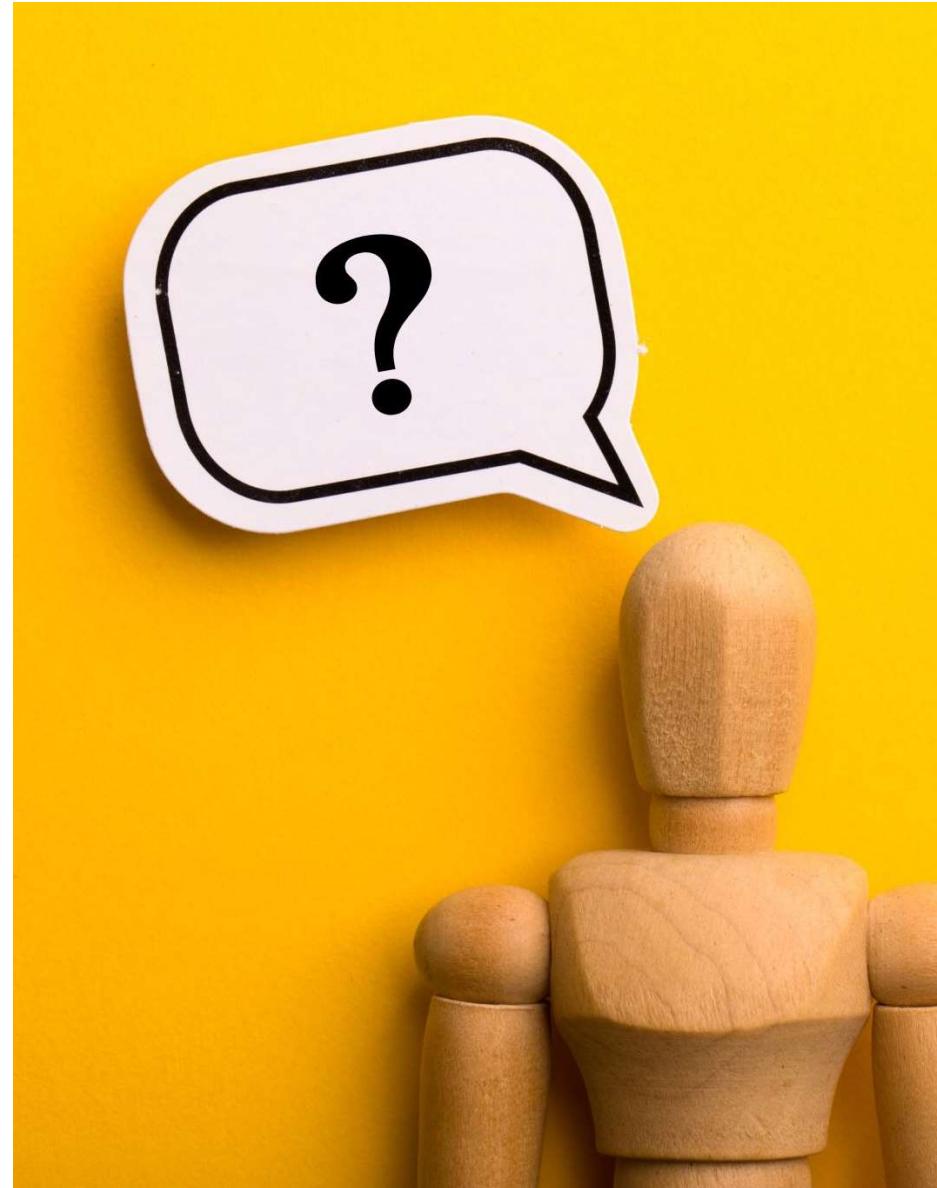
(American Association of Colleges of Nursing, 2021)



AACN Essentials

Domain 2: Person centered care

Competency: 2.2 Communicate effectively with individuals



Competencies And Recommendations for Educating nursing Students (CARES) #5



Competency: Utilizes therapeutic presence strategies, including active listening and silence



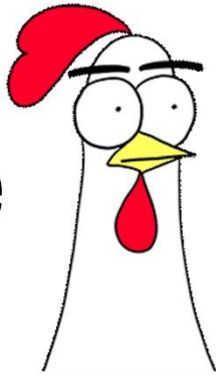
Competency: Demonstrates compassionate and respectful therapeutic communication



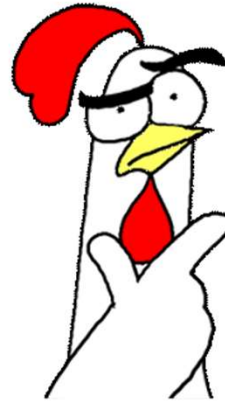
Competency: Engages in serious illness conversations

(Lippe & Davis, 2022)

Introduce



Reinforce



Master



Evaluation

1. Evaluating competence Primary Palliative Nursing Care Competence Assessment Tool (Lippe & Davis, 2022)
2. Creighton Competency Evaluation Instrument (C- CEI®) for Palliative Care (CCEI-PC©) (Kirkpatrick, Cantrell, & Smeltzer, 2019)
3. Compassion Competence Scale (CCS) (Lee & Seomun, 2016)



References

American Association of Colleges of Nursing. The Essentials: What is competency-based education?. American Association of Colleges of Nursing (2021). <https://www.aacnnursing.org/Essentials/Definition-of-Competency-Based-Education>

American Association of Colleges of Nursing. The Essentials: Core Competencies for Professional Nursing Education. American Association of Colleges of Nursing; 2021.

Kirkpatrick, A. J., Cantrell, M. A., & Smeltzer, S. C. (2019). Relationships among nursing student palliative care knowledge, experience, self-awareness, and performance: An end-of-life simulation study. *Nurse Education Today*, 73, 23–30. <https://doi.org/10.1016/j.nedt.2018.11.003>

Lippe, M. & Davis, A. (Published Online 2022). Development of a Primary Palliative Nursing Care Competence Model and Assessment Tool: A Mixed Methods Study. *Nursing Education Perspectives*. doi: 10.1097/01.NEP.0000000000001056

Lippe et. al. (2021) Primary Palliative Care Competencies for Undergraduate and Graduate Nursing Students (CARES/G-CARES, 2nd ed) <https://www.aacnnursing.org/Portals/0/PDFs/ELNEC/ELNEC-Cares-and-G-CARES-2nd-Edition.pdf>

Lee, Y., & Seomun, G. (2016). Development and validation of an instrument to measure nurses' compassion competence. *Applied Nursing Research*, 30, 76–82. <https://doi.org/10.1016/j.apnr.2015.09.007>

End of Life + Beginning of Clinical
=
Better Together

Mary Knowlton DNP, RN & Gail Elliott PhD, RN

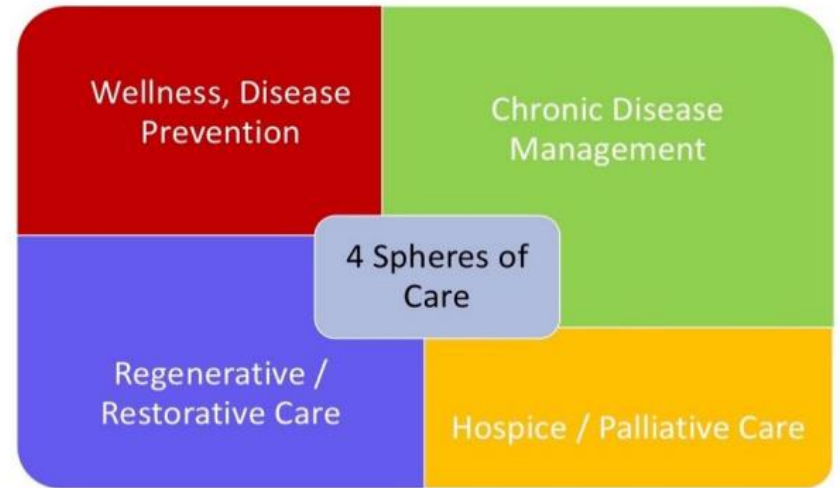
ABSN PROGRAM

LEARNING EXPERIENCES IN CBE

Hallmark Learning Experiences in CBE:

- Integrative and experiential
- Self-aware and reflective
- Active and interactive
- Developmental
- Transferable

With these in mind we developed an immersive clinical experience weaving in selected AACN sub competencies at a Hospice/Palliative Care local setting. This experience progresses over three semesters and included reflection assignments.



(AACN, 2021)

IMPLEMENTATION

1st Semester Students

- **Tangible skills:** Students focus on personal care activities (bathing, bed changes, toileting) working alongside staff CNA personnel.
- **Power skills:** Students practice interpersonal communication, professionalism, and demonstrating empathy with care and compassion.

2nd Semester Students

- **Tangible skills:** Students expand their skills integrating assessment and care through home health hospice rotations.
- **Power skills:** Students build on therapeutic and interpersonal communication, professionalism, and advocacy opportunities.

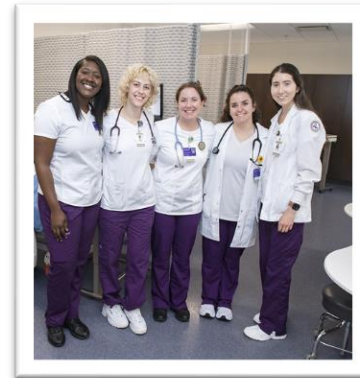
4th Semester Students

- **Tangible Skills:** Students provide direct holistic patient-centered care in the hospice environment working alongside staff RN personnel.
- **Power skills:** Students provide mentorship and leadership to 1st semester students. This activity was paired with a leadership course assignment.

LOGISTICS

- 1st Semester & 4th semester students scheduled on same day for a 6 hr rotation at a local inpatient facility that provides respite, palliative, and hospice care.
- Leadership assignments include: pre-briefing, reflective assignment, and of shift debrief lead by 4th semester student
- 1st semester students complete a reflective journal assignment.
- Clinical faculty rounds on site daily and on call

- 2nd semester students are scheduled for a precepted experience with a home health hospice RN.
- Reflective journal assignment.



CBE ALIGNMENT (1ST SEMESTER SPECIFIC)

- Experience and assignments mapped to:
 - 1.1d, 1.2d, 1.3 a-c, 2.1a-c, 2.2 a, b, d, e, 2.3 f, 2.5 a, e, g, 2.7 a & c, 2.9 a & d, 3.3 a-b, 5.1 a, b, c, 6.1 a, c, e, 6.2 a, c, d, 6.3 a & c, 6.4 a-b, 7.1 a, c, d, 7.2 b, c, f, 8.2 c, 9.1 a-g, 9.2 a-g, & 10.3 (4th semester specific)
- Pre-Experience Assignments include:
 - **ELNEC UG Curriculum Competencies**
 - **Recorded PPT about the site & setting**

LESSONS LEARNED

STUDENTS

- **Hands-on practice** of newly acquired personal care skills in a supportive non-rushed environment.
- Differentiated between **curative and care-based** approach.
- Direct exposure to **compassionate and therapeutic nursing** techniques (e.g. The power of human touch, being present).
- Realized the **wealth of knowledge** and skills obtained in the program resulting in increased confidence and self-efficacy.
- **Applied leadership principles** and skills learned in the classroom in a real-world environment.
- Returned to a **familiar clinical site** with additional skillsets. Full-circle experience.

FACULTY

- Students are afforded a **supported experience** in a hospice setting with minimal faculty workload demands.
- Opportunities to **apply assessment content** and deepen awareness of nuanced clinical presentations (breathing patterns, cachexia, signs of dying).
- **Normalizing palliative/hospice care** to reduce anxiety and increase familiarity.
- Welcoming and **safe learning environment** appropriate for a variety of levels of learners.
- Engagement in a **peer assisted learning** model.

REFERENCES

American Association of Colleges of Nursing. (2021). Competencies And Recommendations for Educating nursing Students (CARES): Preparing nurses to care for persons with serious illness and their families (2nd ed.). <https://www.aacnnursing.org/Portals/42/ELNEC/PDF/ELNEC-Cares-and-G-CARES-2nd-Edition.pdf>

American Association of Colleges of Nursing. (2021). The Essentials: Core competencies for professional nursing education. Accessible online at <https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf>

Burgess, A., vanDiggele, C., & Mellis, C. (2020). Planning peer assisted learning (PAL) activities in clinical schools. BMC Medical Education, 20 (Suppl 2). <https://doi.org/10.1186/s12909-020-02289-w>

Knowlton, Mary, Hayes, Colleen, & Jones, Anne-Marie, (2015) Syllabus Selection. Student-Led Clinical Orientation Journal of Nursing Education, 54(8), 472. doi:<https://doi.org/10.3928/01484834-20150717-11>. <https://www.proquest.com/scholarly-journals/student-led-clinical-orientation/docview/1700362034/se-2>.

Stokeman, A.I., Brown, S.I., & Seacrist, M.J. (2021). Baccalaureate nursing students' engagement with end-of-life curriculum: A ground theory study Nurse Education Today, 102, <https://doi.org/10.1016/j.nedt.2021.104914>

Palsson, Y., Martensson, G., Sweene, C.L., & Mogensen, M. (2021) First-year nursing students' collaboration using peer learning during clinical practice education: An observational study. Nurse Education in Practice, 50.



THE
END

Questions welcome

Primary Palliative Care: A dedicated course for entry level nursing students

Hannah Murphy Buc, PhD, RN

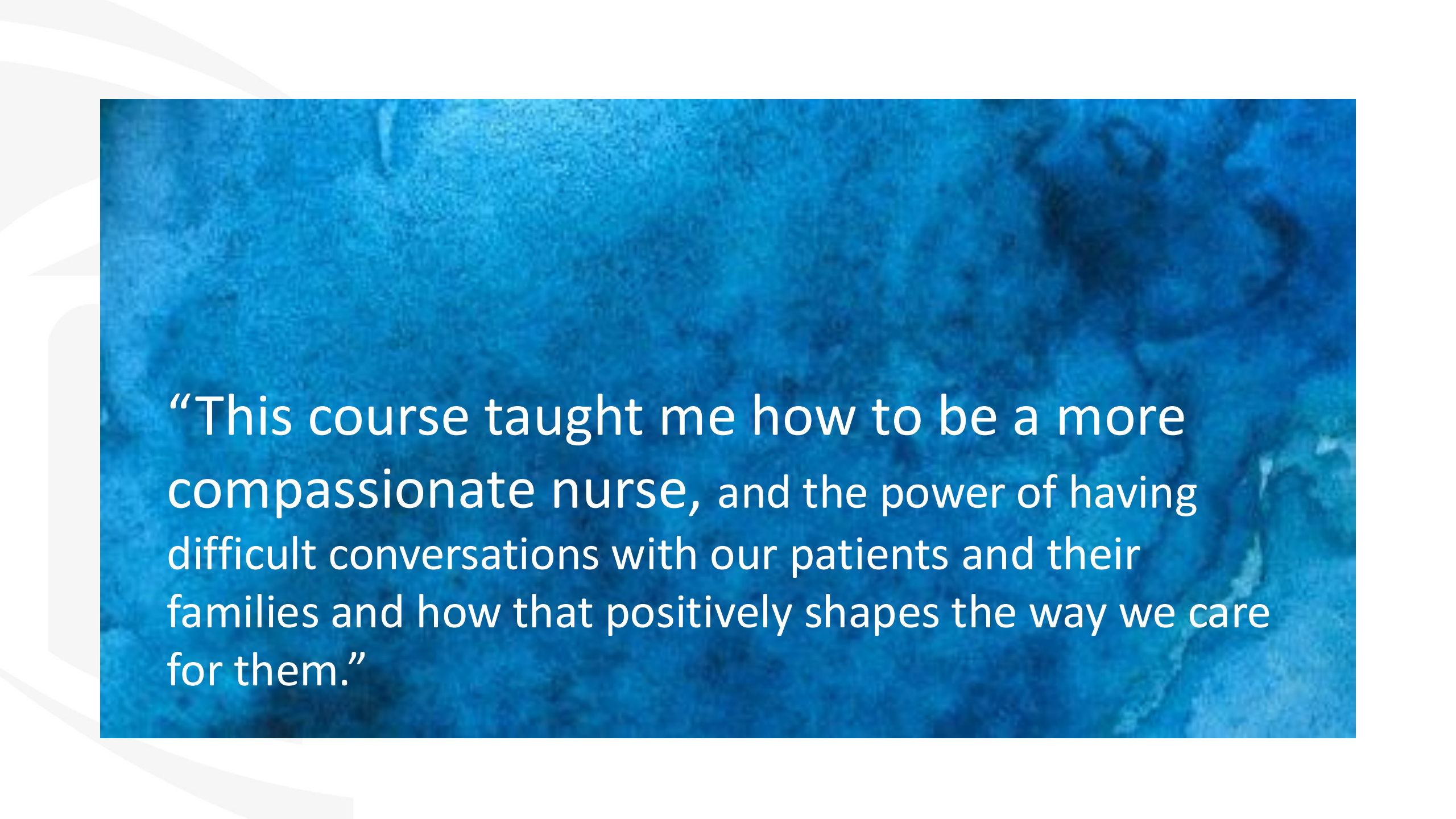
Janet Wulf, DNP, AGPCNP-BC, ACHPN, CNE

Melissa McClean, MSN, ANP-BC, NP-C, ACHPN



Our Objectives

1. Describe the process of developing a dedicated palliative care course, the structure and components of the course, teaching philosophy and strategies.
2. Examine resources for other schools to use as a reference or model.
3. Discuss goals for research.



“This course taught me how to be a more compassionate nurse, and the power of having difficult conversations with our patients and their families and how that positively shapes the way we care for them.”



Development Process

Prompted by:

- *AACN Essentials (2021)*
 - *One of the 4 Spheres of Care*
- Full curriculum revision

Facilitated by:

- Leadership support
- Faculty expertise



Structure of the Course

NURS 356 Palliative Care: Promoting Quality of Life

- 16-week, 2 credit course
- Required for all BSN students
- Taught in the 2nd of 4 semesters
- 50+ students per section
- 400 students per year



Components

- Relias/ELNEC Undergraduate Curriculum (6 modules, \$29)
- Interactive application activities
- Brief in-class assignments (7)
- Standardized patient simulation
- Quizzes (3)
- Larger assignments (3)
 - Symptom management Soft Chalk lesson
 - Book in the Round
 - Vulnerable Populations Project (VPP)
- Two virtual or “work weeks” for Soft Chalk and planning the VPP
- Restorative Practices: Community building circles

Philosophical Considerations

- Meaningful impact with minimal stress
- 2 credit class taken with pharmacology and adult med surg – competition!
- Incentivize attendance
- Minimize the amount of work outside of class
- Include Restorative Justice community building circles, mindfulness, & self-reflection
- Affective components
- Competency-based teaching and learning



Teaching Strategies



In-person class



Smaller class sizes to enhance affective content



Taught by palliative experts



Incentivize attendance, maximize learning, minimize student stress



ELNEC module certificates graded as ticket to class to help students prepare



Opportunities to practice and demonstrate learning (CBE)

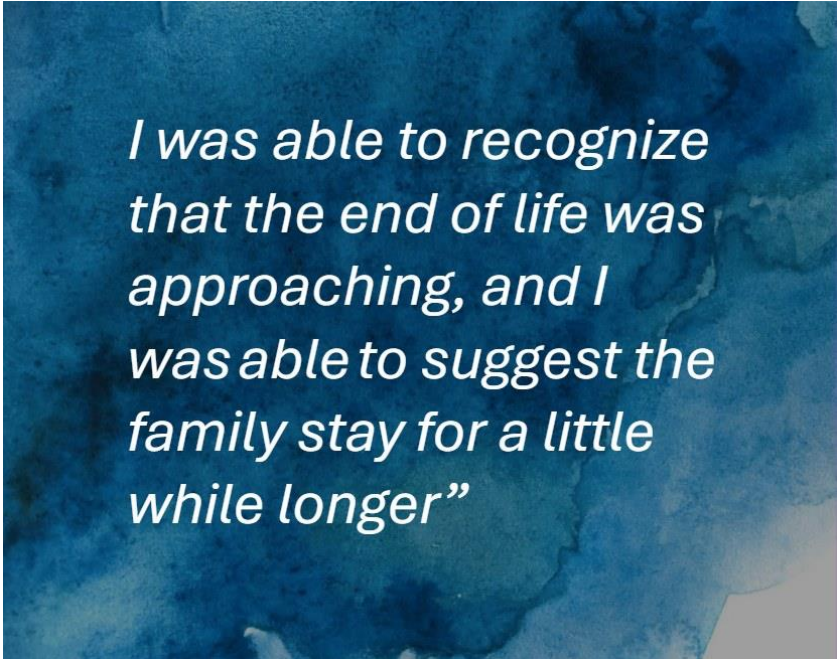


Reflective practices

Student Feedback:

What aspects of the course contributed the most to your learning?

- *"Every aspect. This was a very informative course"*
- *"The in-class activities that we did allow us to apply knowledge"*
- *"I believe this course taught me how to be a more compassionate nurse, and the power of having difficult conversations with our patients and their families and how that positively shapes the way we care for them"*
- *"I wasn't afraid to take care of a dying patient, I felt I could do it."*



I was able to recognize that the end of life was approaching, and I was able to suggest the family stay for a little while longer"



Future Research

- Measure knowledge, perceived competence, and effective communication metrics
 - Focus: difficult conversations, cultural competence, and eliciting and advocating for patient goals, values, & preferences
- Pre- & post-graduation data from students, nurse residency leadership, and nurse preceptors and supervisors.

For more
information:



A WORKSHOP FOR FACULTY DEVELOPMENT IN PALLIATIVE CARE EDUCATION

**UNIVERSITY OF PORTLAND | PORTLAND, OR
JULY 24-25, 2025**

We are inviting applications from faculty at schools of nursing for a workshop to advance undergraduate and graduate palliative care education. This workshop intends to prepare faculty to serve as leaders in advancing palliative care curricula within their schools. Selected participants will engage in an active learning environment on topics that include palliative care educational resources, evaluation measures, and teaching strategies. Finally, participants have the option to submit an abstract for a poster presentation related to current or planned palliative or end-of-life activities at their school. Selected participants will agree to complete a six- and twelve-month post-workshop survey.

SELECTED PARTICIPANTS RECEIVE

- Free Registration
- Continuing Education Units
- Housing for 2 Nights (onsite dorm-style)
- Course Materials
- Breakfast & Lunch for Both Days

WHO SHOULD APPLY?

- Fulltime faculty employed two years (preferred) in a school/college of nursing. Up to two faculty from the same institution will be accepted; separate applications needed.
- Teaching within an undergraduate or graduate program
- Funding will support 100 undergraduate and 50 graduate participants
- **Deadline:** April 1, 2025

*Scan to Join our List
to Receive Updates*



Thank you to our sponsors: ELNEC, City of Hope, the University of Portland School of Nursing and Health Innovations, and the Cunniff Dixon Foundation.



For more information, please visit:

<https://www.aacnnursing.org/elnece/elnece-faculty-corner/upcoming-events>
or email ELNEC@coh.org

Next Webinar

Advancing Palliative Care Education: Innovative Strategies in Interprofessional Education and Faculty Assessment

- **Date: Thursday, December 12, 2024**
- **Time: 11:00 pm ET / 10:00 pm CT / 9:00 am MT / 8:00 am PT**

Register through the ELNEC Faculty Corner

- Upcoming Events