

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

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Disclosures

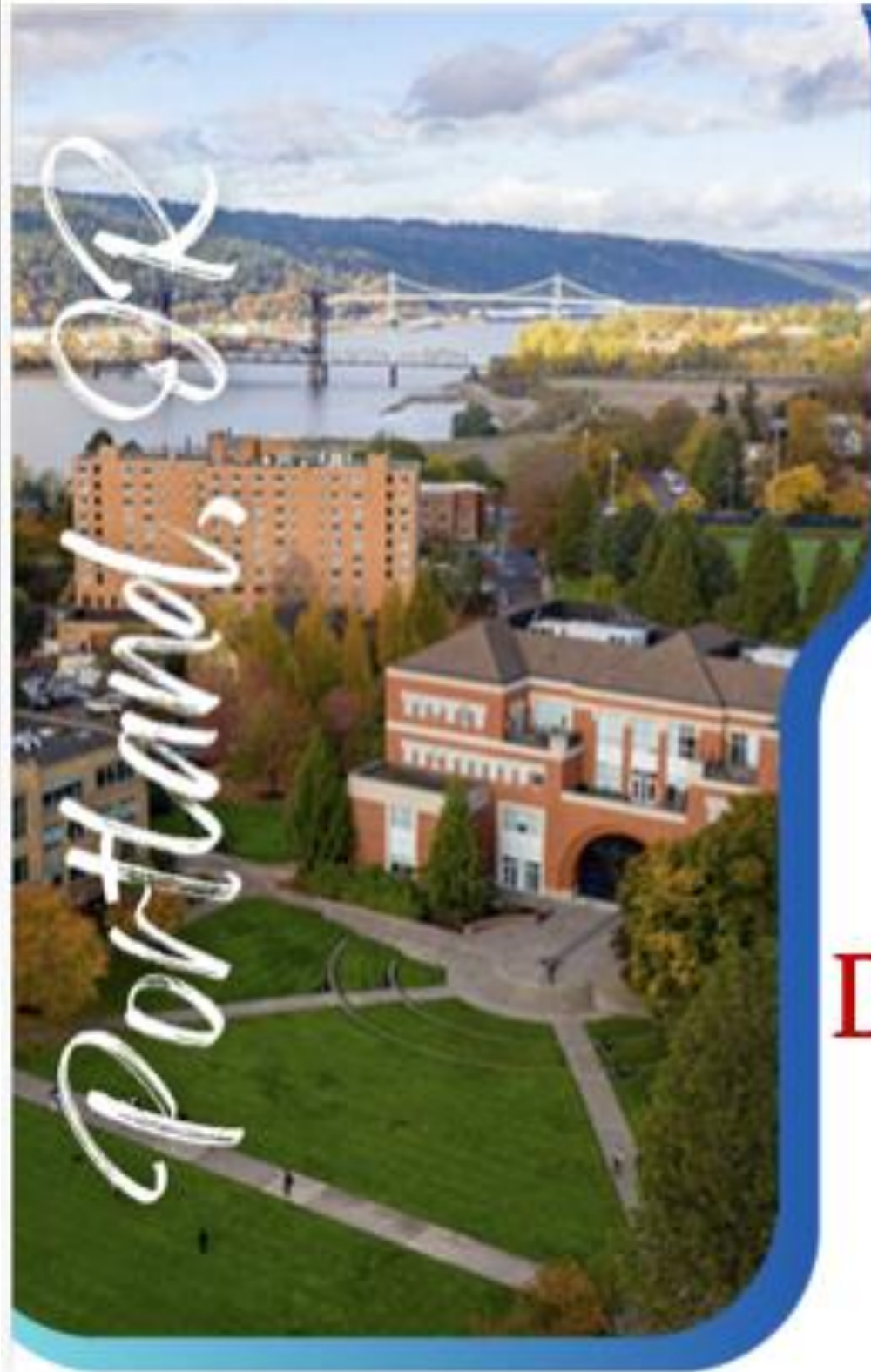
- Drs. Davis and Lippe, Co-Investigators with the End-of-Life Nursing Education Consortium (ELNEC)
- Grant-funding through Cambia Health Foundation, to support the advancement of palliative care education



Objectives

- Explore different innovative strategies to advance interprofessional palliative care education at two nursing programs
- Describe an innovative approach to faculty needs assessments related to palliative care





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. Transforming Palliative Care Education: An Interprofessional Palliative Care Course
 - Presenter: Dr. Amy Smith, Medical University of South Carolina
2. Partnering to Encourage Others during Loss – An End-of-Life IPE Experience
 - Presenters: Dr. Joan Stanek, University of North Carolina at Chapel Hill
3. Faculty Perspectives of Palliative Care Education in an Accelerated BSN Program: An Introspective Needs Assessment;
 - Presenters: Dr. Alex Wolf, MGH Institute of Health Professions

Transforming Palliative Care Education: An Interprofessional Palliative Care Course

Amy Smith, DNP, APRN, AGNP-C, CNE
Carrie Cormack, DNP, CPNP, FAAN
Alex Walters, MA



College of Nursing | Changing What's Possible | [MUSC.edu/nursing](https://www.musc.edu/nursing)



Initial Idea

Background:

- Expressed low levels of comfort in providing end-of-life care
- Feel unprepared in providing basic palliative care
- Hospital stakeholders identified new graduate areas for improvement:
 - Therapeutic communication
 - Teamwork
 - Provision of basic palliative care or knowing when to refer
- This course was designed to provide a unique opportunity for all students to follow a young patient and family throughout an illness trajectory to learn about the various roles of the palliative care team, with a focus on:
 - Managing conflict
 - Facilitating difficult conversations
 - Assessing caregiver well-being
 - Enhancing basic palliative care skills



Script Design

- **Guided by AACN Essentials, TeamSTEPPS, AACN CARES and ELNEC!**

- 4th sphere – Hospice/Palliative/
Supportive Care
- Domains:
 - #2 Person-Centered Care
 - #3 Population Health
 - #5 Quality and Safety
 - #6 Interprofessional Partnerships
 - #7 Systems-Based Practice
 - #9 Professionalism
 - #10 Personal, Professional and Leadership Development

Concepts:

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



Course Development

- Using funding from the MUSC Maralynne D. Mitcham Interprofessional Fellowship Award
 - Videographer/Photographer
 - Volunteers (Nursing Faculty, Staff, Palliative Care Team Members)
 - Standardized Actors
 - Instructional Design Manager
 - Articulate Rise



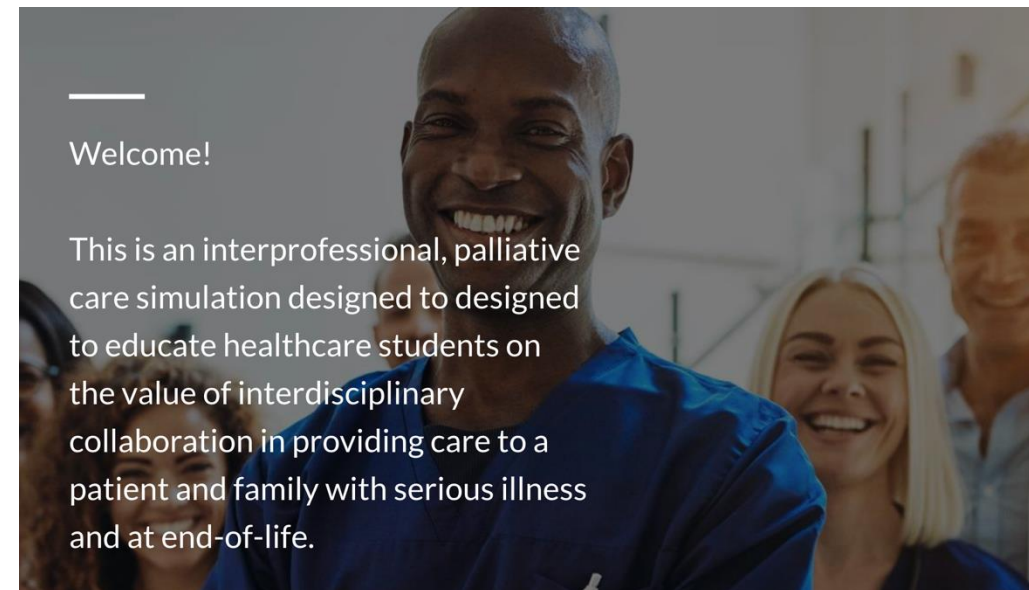
MUSC Interprofessional Palliative Care Course

Learning Objectives

By the end of this simulation, you will be able to

- 1 Identify palliative care concepts as applied to patient and family scenarios.
- 2 Recognize the importance of early palliative care intervention and involvement.
- 3 Describe the individual roles and the value each role brings to an interprofessional palliative care team.
- 4 Evaluate the need for interprofessional team involvement in caring for a patient and family with serious illness.
- 5 Demonstrate effective communication in sharing difficult news with patients and families throughout the changing trajectory of serious illness and at end-of-life.
- 6 Utilize key TeamSTEPPS skills (advocacy, adaptability, collaboration, communication, situational awareness and mutual support) throughout the simulation.

<https://rise.articulate.com/share/zQoOE8oGxuO3y2nJhxsIDOttV4tYvqJe#/>



Future Plans

VR



- Curriculum Revision:
 - Moving to competency-based education
 - Threading the course throughout the Undergraduate ABSN program
 - Professional Practice Readiness Seminars

PPR Seminars	MUSC IP PC Course	ELNEC Undergraduate Curriculum
1 – Introduction to professional practice and AACN Essentials	Scenario 1 and 2	Module 1 & 2
2 – Systems Innovation, QI, EBP	Scenario 3	Module 3 & 4
3 – IP practice, teamwork, collaboration	Scenario 4	Modules 5 & 6



Questions?

Contact Information:

- Amy Smith: smiamy@musc.edu
- Carrie Cormack: cormackc@musc.edu
- Alex Walters: walteale@musc.edu



- **Request:**

- If you decide to utilize this course in your program, please have all students and faculty complete the Pre-Course and Post-Course Surveys (embedded in the course) to assist us with data collection 😊





Care of the Dying and Bereaved Throughout the Life Span

JoAn Stanek DNP, RN, CHPN

Clinical Associate professor

Course Overview

Coordinated by professor from the School of Nursing and a professor from the School of Medicine (Social Worker) - IPE

A 3-credit graduate level elective course offered to students in healthcare professions schools

Healthcare professions schools represented include nursing (pre-licensure and advanced practice), pharmacy, social work, public health, and child life specialists.

Medical students are invited to participate in the end of the semester IPEP event, on occasion will be enrolled in the course.

Offered in the Spring semester

Designated Interprofessional Education and Practice (IPEP) Immersion Experience for the Distinguished Scholars Program



Course Content

First two weeks include

- Discussion of theories related to loss and grief and types of grief
- Explore personal thoughts on death and dying with discussion and participation (Thanatophobia Scale, personal loss questions, Go Wish cards, documentaries discussed)
- Throughout the semester emphasis in participation and encouraged from all students to learn from and with each other

Life Span content has three major components older adult, children and perinatal. Begins with older adult and ends with perinatal loss.

Additional lecture content on death and bereavement in the LGBTQIA2S+ community and hospice care in the federal prison system.

Lecture dedicated to communication and difficult conversations and hospice and palliative care measures. Students really appreciate this lecture.

Use of content experts throughout the semester from the community.



Course Activities and Assignments

In person tour of a funeral home learning about the funeral process and death rituals including preparation of the body and cremation. Funeral director and staff provide the tour and answer all questions.

Group Project –Diversity in Religious/Cultural Views of Death, Dying. Groups of 4-5 students research and present to the class on a religion or culture that they do not identify with. Organically includes multiple professions.

Research Article Critique – short paper (2 pages with question prompts) review a research article in a content area of choice. Reflection question of how would they could or could not integrate the article into their future practice. Discussion forum for peers to comment on.

Book Reflection Paper – short paper answering reflective discussion prompts on a book. List of books provided to choose from with discussion in class.



Partnering to Encourage Others during Loss – An End-of-Life IPEP Activity

Last day of class to help pull together the content

Student groups of 4-5 to include all professions as possible – goal of a RN, SW, MD/NP, CLS, Pharmacist.

Medical students in their 5th semester are invited to participate, usually 4-5 sign up as it counts for their IPEP experience. Plan this year is to reach out to chaplain residents and law students to participate.

Unfolding case study with 3 parts admission to the ICU, decision to extubate, dying process and death. Students are given a packet with a timeline to work through the case as a team of healthcare professionals. Each section has prompts for discussion with a one-hour time frame followed by a class debrief.

UCS is designed with roles for every student participating.



Unfolding Case Study

Background

Cameron (they, them) is a 37-year-old who attempted suicide. Cameron's partner, Logan, (they, them) was home at the time and did not witness the attempt. Logan found Cameron unresponsive and called 911. Their two children, ages 12 and 10, were also home but were already in bed asleep. Cameron was taken to the local Level 1 trauma center via ambulance. Cameron has met the criteria for a brain stem death diagnosis.



Debrief Prompts

How did you see your role in the scenario?

What were your suggestions/intervention/plans for Logan, Cameron, the children, the parents?

How did you help your team members during the scenario?

What suggestions do you have for after the death of a patient?

Spring 2025 plan is to move into a simulation space with actors funded by a HRSA grant to enhance nursing education for underserved communities



Meeting Competency Based Education

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
- 1.2 Apply theory and researched-based knowledge from nursing, the arts, humanities, and other sciences.
- 1.3 Demonstrate clinical judgement founded on a broad knowledge base

Domain 2: Person-Centered Care

- 2.1 Engage with the individual in establishing a caring relationship
- 2.2 Communicate effectively with individuals
- 2.8 Promote self care management
- 2.9 Provide care coordination



Thank you!

JoAn Stanek DNP, RN, CHPN

Clinical Associate Professor

The University of North Carolina at Chapel Hill

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Faculty Perspectives of Palliative Care Education in an Accelerated BSN Program: An Introspective Needs Assessment

Alex Wolf, DNP, APRN, ACHPN

Background



Historically, nursing students in the U.S. have received inadequate preparation to provide palliative care.¹

The AACN's revised core competencies call for nurse educators to prepare students to provide palliative care.²

Palliative care learning activities can be challenging to incorporate into an accelerated nursing program.

1. Institute of Medicine. 2015. Dying in America: Improving quality and honoring individual preferences near the end of life. Washington, DC: The National Academies Press.
2. American Association of Colleges of Nursing. The Essentials: Core Competencies for Professional Nursing Education. Retrieved from <https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf>

Condensing to a 12-month ABSN curriculum

How it started...



How it's going...



Methods

Electronic survey questionnaires were distributed to ABSN faculty at our institution.

- Adapted from nationwide needs assessment survey by Dr. Megan Lippe and colleagues (used with permission)
- Incorporated National Consensus Project domains of palliative care
- Included quantitative and qualitative assessment

Quantitative data

- Palliative care domains taught; activities used
- Perceived importance of palliative care topics
- Perceived preparation to teach palliative care
- Perceived barriers to teaching palliative care

Qualitative data

- Priorities for palliative care education
- Recommendations for future learning activities

Results

What palliative care domains were being taught?

Most common:

- None (34.4%)
- Cultural aspects of care (31.2%)
- Communication in serious illness (28.1%)

Least common:

- Basic principles of palliative care (6.3%)
- Difference between palliative care and hospice (9.4%)
- Care in the final hours of life (12.5%)

32 faculty members responded to the survey.

- 34% Assistant Professor, 38% Clinical Instructors, 19% Instructors
- Instructor representation from 93% of ABSN courses

Most palliative care topics were taught in the classroom (46.7%) or clinical setting (40%).

Most common modalities used: Lecture (43.3%), bedside teaching (36.7%), informal discussion (33.3%)

Simulation reported by one respondent (3.3%).

Results – Qualitative analysis

Most important palliative care topics for ABSN students



End-of-life care



Communication



Self-care and coping

Faculty ideas to incorporate palliative care



Simulation activities



Student opportunities to provide palliative care



Integration throughout program

Perceived barriers to teaching palliative care

Time constraints
(65.6%)

Competing curriculum demands
(59.3%)

Lack of clinical opportunities
(56.2%)

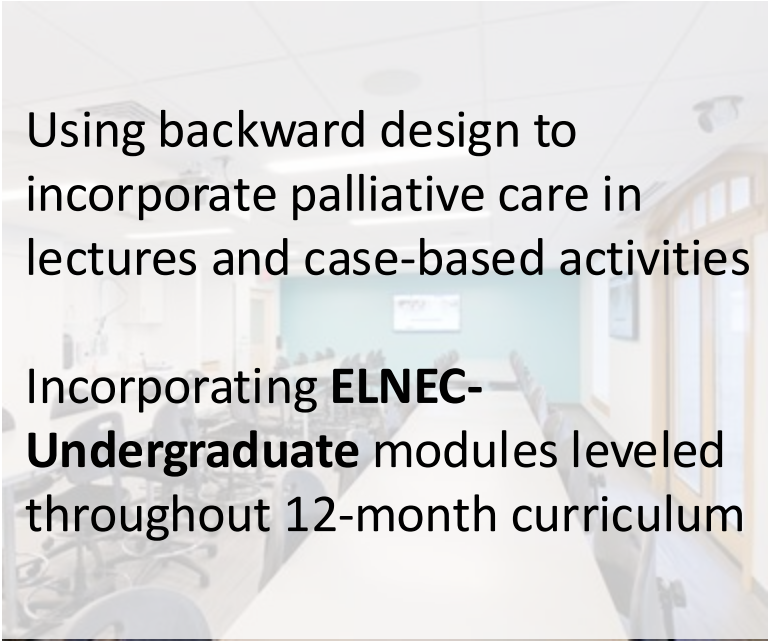
Lack of faculty training and experience
(53.1%)

Other barriers:

- Complexity of topics (28.1%)
- Lack of student interest (28.1%)
- Inadequate resources to support teaching (15.6%)
- Lack of faculty interest (9.3%)
- Other/not specified (3.1%)

Discussion: Reimagining palliative care education

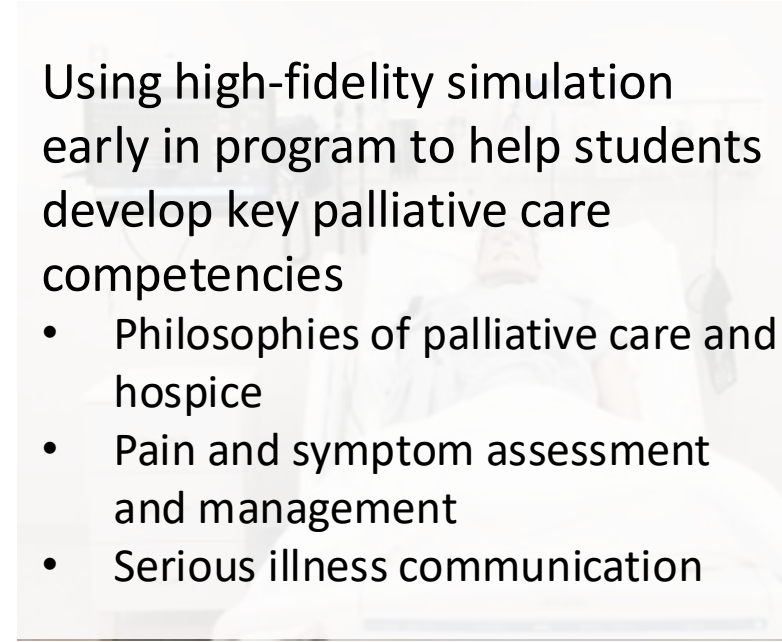
In the classroom



Using backward design to incorporate palliative care in lectures and case-based activities

Incorporating **ELNEC-Undergraduate** modules leveled throughout 12-month curriculum


In the lab



Using high-fidelity simulation early in program to help students develop key palliative care competencies

- Philosophies of palliative care and hospice
- Pain and symptom assessment and management
- Serious illness communication

In the clinical setting



Leveraging clinical sites caring for patients with palliative care needs

Providing education and support to clinical instructors.

Providing resources for debriefing and post-conference learning

Discussion

How can this needs assessment fit within a competency-based framework?

- Identifies competency gaps
- Guides curriculum development
- Promotes a learner-centered, outcome-focused approach
- Aligns with national standards
- Supports continuous improvement



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

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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