

# ELNEC Hawaii Summit Schools of Nursing Faculty Gathering

Betty Ferrell, PhD, CHPN, FAAN, FPCN  
Professor, City of Hope  
Principal Investigator, ELNEC Project

Andra Davis, PhD, MN, RN  
Associate Professor University of Portland  
School of Nursing & Health Innovations

Dan Weiss, DNP, RN, CHPN  
Adjunct Nursing Faculty  
ELNEC Regional Chair  
Chaminade University, Honolulu, HI



# Objectives

- Explore the historical and current landscape of palliative nursing education
- Identify key resources for faculty to advance palliative care education
- Examine institutional strategies for palliative care curricular integration
- Highlight local efforts to advance palliative care nursing education
- Engage in information sharing





- For 23 years, nurses most trusted professional (2024 Gallup Poll)
- 76% of polled rate nurses #1 nurses for honesty and ethical standards



# Primary vs Specialty Palliative Care

## **Palliative Care:**

- Specialty-certified clinicians collaborating with primary providers
- Improve quality of life for people with serious illness and their family caregivers.
- Holistic team-based approach, to preemptively care for symptoms and provide psychological and spiritual support.
- Can accompany treatment of underlying conditions  
(WHO, 2025; Radbruch et al., 2020)

## **Primary Palliative Care:**

- Non-specialist providers caring for people with serious illness in various settings and populations without palliative care certification (IOM, 2014; NCP, 2018).

# ELNEC History

- Collaboration between City of Hope and American Association of Colleges of Nursing (AACN)
- Began in 2000 with funding from the Robert Wood Johnson Foundation
- First Course: January 2001, Pasadena, CA
- 2025 marks 25 years of ELNEC Trainer Courses!



American Association  
*of Colleges of Nursing*



City of Hope®



# ELNEC History

- 2000: Curriculum Developed
- 2001: 1<sup>st</sup> National ELNEC Course
- **Currently 10 ELNEC Curricula:**
  - ELNEC Core
  - ELNEC Geriatric
  - ELNEC Pediatric Palliative Care
  - ELNEC Critical Care
  - ELNEC APRN
  - ELNEC International
  - **ELNEC Undergraduate/New Graduate (2017)**
  - ELNEC APRN Oncology
  - ELNEC Communication (2018)
  - **ELNEC Graduate (2019)**



# TODAY

- Over **48,000** ELNEC trainers globally through train-the-trainer courses like this one
- Over **1.5 million** nurses and other health professionals educated in ELNEC
- Taught in over **115** countries
- Translated into **12** languages
- Thousands completed ELNEC training online via Relias



# 1. Family as the Unit of Care





# 2. Vital Role of the Nurse as Advocate



# 3. Consideration of Culture, Ethics, and Spirituality



# 4. Social Justice and Inclusive Care



# 5. Palliative and End-of-Life Care Across Settings



# 6. Palliative Care Applies to All Serious Illness and Injury



# 7. Interdisciplinary Care is Essential



# American Nurses Association Professional Issues Panel

## Call for Action: Nurses Lead and Transform Palliative Care

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Approved by ANA Board of Directors  
March 13, 2017

Developed in Partnership With Organizational Affiliate  
Hospice and Palliative Nurses Association



ANA Professional Issues Panel & HPNA. (2017). Call for action: Nurses lead & transform palliative care. <http://www.nursingworld.org/CallforAction-NursesLeadTransformPalliativeCare>

# ELNEC BEST PRACTICES

## Recommendation #1

“Adopt the End of Life Nursing Education Consortium (ELNEC) curricula (Core, Geriatric, Critical Care, Pediatric, Advanced Practice Registered Nurse [APRN], and Online for Undergraduate Nursing Students) as the standard for primary palliative nursing education for pre licensure, graduate, doctoral, and continuing education for practicing registered, vocational, and practical nurses and advanced practice registered nurses” (p. 3)

ANA Professional Issues Panel & HPNA. (2017)



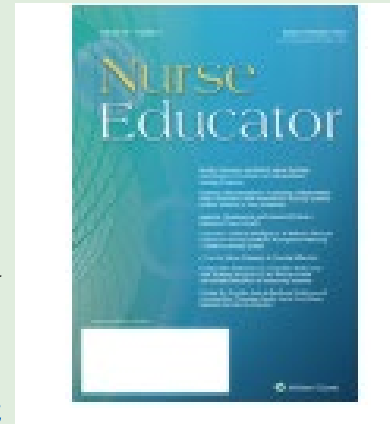


# Guiding Documents

Ferrell B, Mazanec P, Malloy P, Virani R. (2018). An innovative end-of-life nursing education consortium curriculum that prepares nursing students to provide primary palliative care. *Nurse Educ.* 43(3):242.

American Nurses Association, & Hospice and Palliative Nurses Association (2017). Call for Action: Nurses Lead and Transform Palliative Care. American Nurses Association.

<https://www.nursingworld.org/~497158/globalassets/practiceandpolicy/health-policy/palliativecareprofessionalissuespanelcallforaction.pdf>



# Guiding Documents

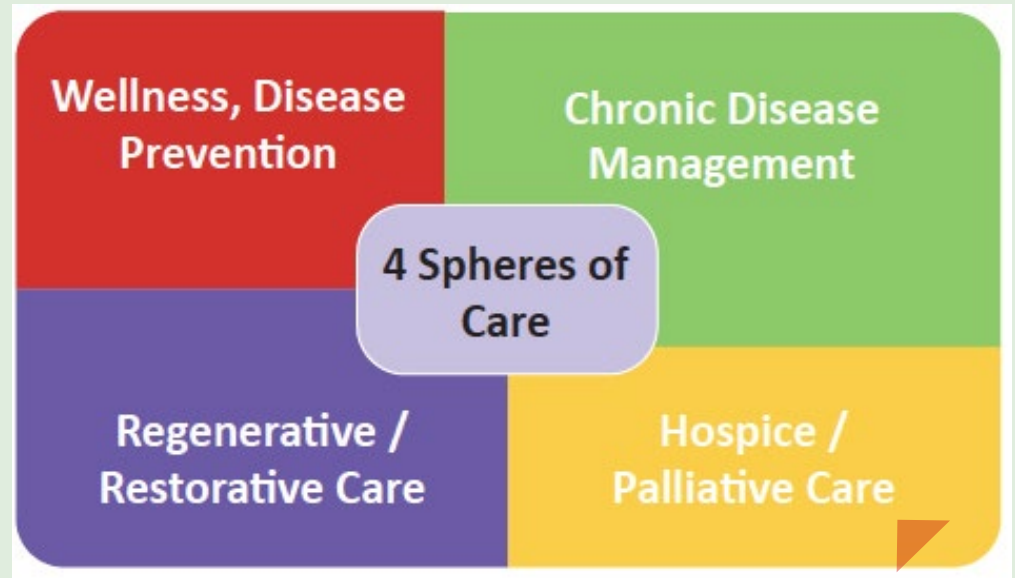
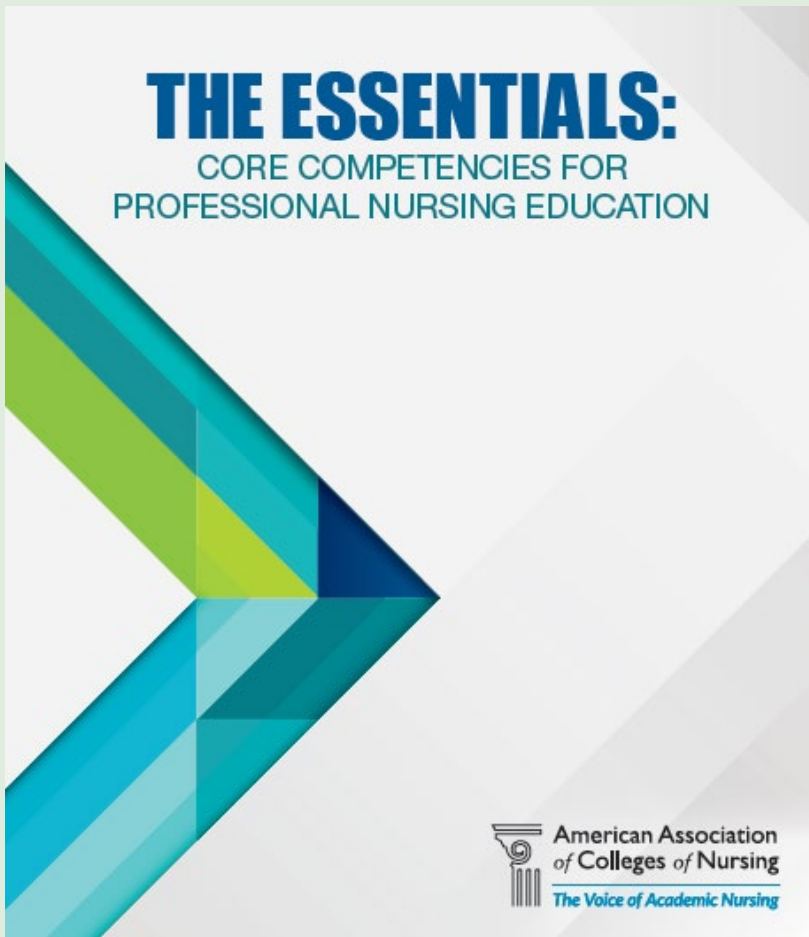


Clinical Practice Guidelines for Quality Palliative Care (2018). National Consensus Project for Quality Palliative Care.



Rosa, W. E., Ferrell, B. R., & Mason, D. J. (2021). Integration of palliative care into all serious illness care as a human right. *JAMA Health Forum*, 2(4), e211099.





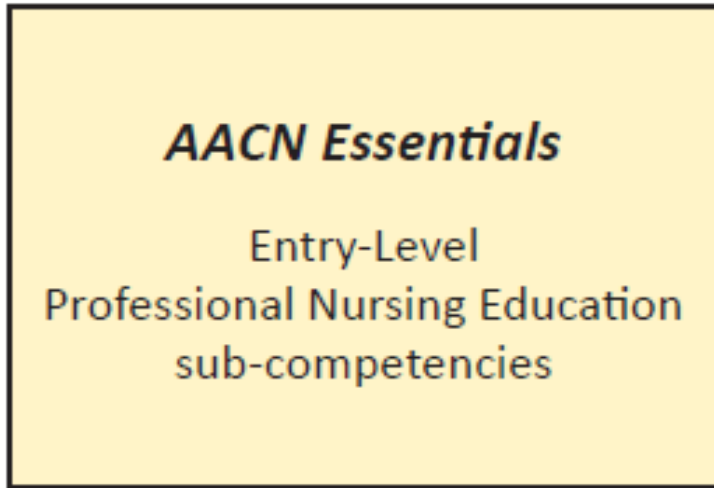
“All entry-level professional nurses need knowledge and proficiencies to practice across a variety of settings. Accordingly, curricula for entry-level professional nursing education prepare the learner for generalist practice across the lifespan and with diverse populations, focusing on four spheres of care: **promotion of health and well-being/disease prevention; chronic disease care; regenerative or restorative care; and hospice/palliative/supportive care.**” (AACN. p. 19)



# ESSENTIALS MODEL

ELNEC  
Undergraduate/  
New Graduate (2017)

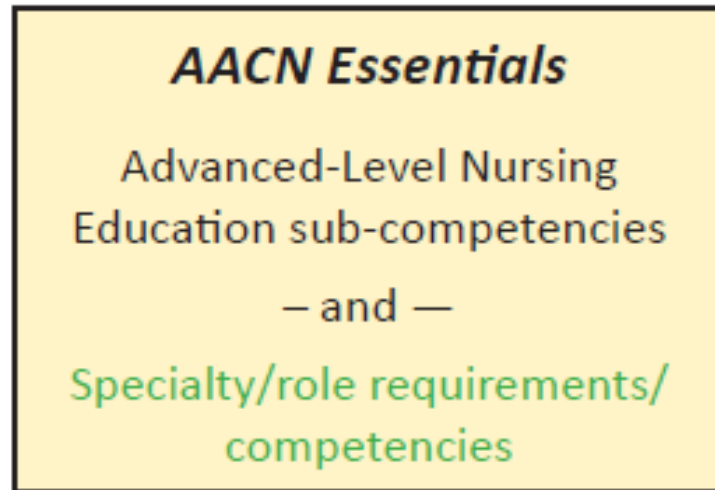
## LEVEL 1



Used by programs preparing a nurse for an initial professional nursing degree.

ELNEC  
Graduate (2019)

## LEVEL 2



Used by programs preparing a nurse for an advanced nursing practice specialty or advanced nursing practice role.

**Figure 1:** Model for Nursing Education

(AACN, 2021, p. 17)





Updated palliative care competencies for entry-to-practice and advanced-level nursing students: New resources for nursing faculty

Megan Lippe, PhD, MSN, RN<sup>a,\*</sup>, Andra Davis, PhD, MSN, RN<sup>b</sup>, Nancy Stock, DNP, FNP-BC, ENP-BC, APRN-CNP<sup>c</sup>, Polly Mazanec, PhD, ACNP-BC, AOCN, ACHPN, FPCN, FAAN<sup>d</sup>, Betty Ferrell, PhD, FAAN, FPCN, CHPN<sup>e</sup>

## Entry - level Professional Nursing

- CARES (2016) = 17 competency statements
- CARES (2022) = 15 competency statements

## Advanced - Level Nursing

- G-CARES (2019) = Eight (All graduate Masters/DNP) + Five Direct Care
- G-CARES (2022) = 12 competency statements



American Association  
of Colleges of Nursing  
Endorsed March 2022



## Alignment of *CARES* (2<sup>nd</sup> ed) and AACN Essentials Entry-Level Professional Nursing Education: Competencies and Sub-Competencies

<i>CARES</i> Statement	Entry-Level Professional Nursing Education (Level 1)		
	Domains	Competencies	Sub-competencies
1. Advocate for and promote integration of palliative care for patients with serious illness or injury and their families across the disease trajectory as essential to quality care.	1: Knowledge for Nursing Practice	1.1	1.1a, 1.1b, 1.1c, 1.1d
		1.2	1.2a, 1.2c
	2: Person-Centered Care	2.5	2.5a
		2.7	2.7b, 2.7c
		2.9	2.9b
	3: Population Health	3.1	3.1h
		3.2	3.2b
		3.4	3.4d
		3.5	3.5a, 3.5b, 3.5c, 3.5d, 3.5e
	4: Scholarship for the Nursing Discipline	4.1	4.1c
		4.2	4.2c, 4.2d
	5: Quality and Safety	5.1	5.1a, 5.1f



## Alignment of AACN *Essentials* Entry-Level Professional Nursing Education (Level 1) Sub-Competencies and *CARES* (2<sup>nd</sup> ed)

Entry-Level Professional Nursing Education (Level 1)			
Domains	Competencies	Sub-competencies	<i>CARES</i> Statement
1: Knowledge for Nursing Practice	1.1	1.1a	1, 7, 13
		1.1b	1, 11, 13
		1.1c	1, 13
		1.1d	1, 6, 13
	1.2	1.2a	1, 8, 11, 13
		1.2b	No alignment
		1.2c	1, 2, 4
		1.2d	3, 8
		1.2e	8, 13
	1.3	1.3a	11, 13
		1.3b	11, 13
		1.3c	8, 11, 13





# ONLINE MODULES

## Undergraduate/New Graduate Modules Addressing Palliative Care

- Module 1: Palliative Nursing Care
- Module 2: Communication
- Module 3: Pain Management
- Module 4: Symptom Management
- Module 5: Loss, Grief, Bereavement
- Module 6: Final Hours

\*Ethics, Spirituality, Culture embedded  
across modules



# ONLINE MODULES

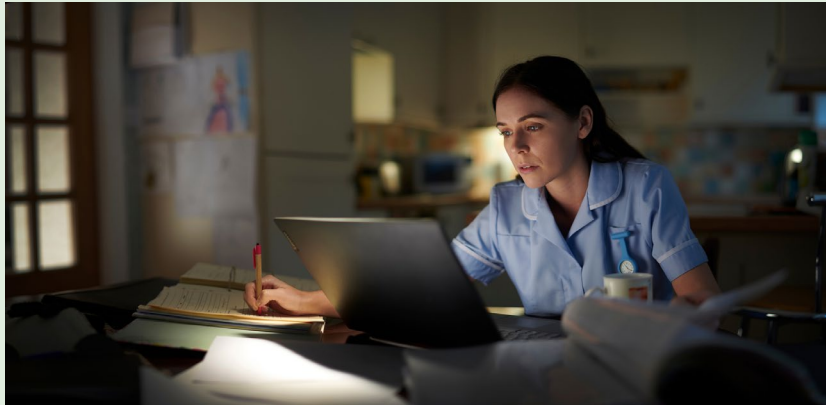
## Graduate Modules Addressing Palliative Care

- Module 1: Palliative Nursing Care
- Module 2: Communication
- Module 3: Pain Management
- Module 4: Symptom Management
- Module 5: Final Hours
- Module 6: Leadership

\*Ethics, Spirituality, Culture embedded across modules

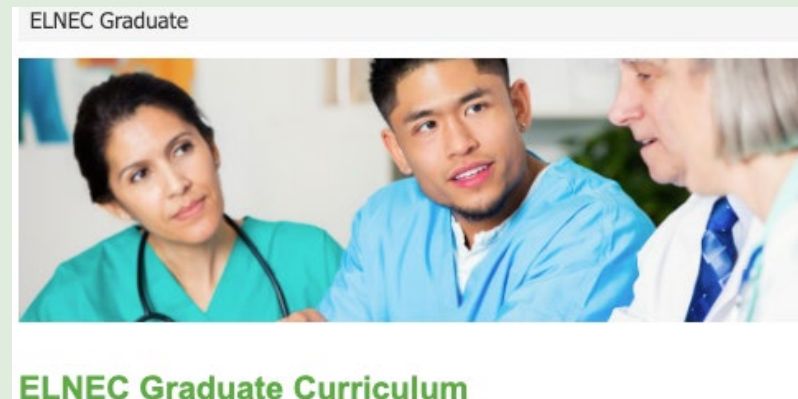


# ONLINE MODULES



- ELNEC Undergraduate/  
New Graduate**
- 1235 Institutions (schools and healthcare facilities)
- 98,115 completions

- ELNEC Graduate**
- 438 Programs
- 4,567 completions



# Relias Platform

## ELNEC - Undergraduate/New Graduate ELNEC - Graduate

**ELNEC**  
END-OF-LIFE NURSING EDUCATION CONSORTIUM  
Advancing Palliative Care

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#### IN PROGRESS COURSES

Title	Hours	Available Until	
ELNEC Graduate Student Module 2: Communication in Palliative Care	1.00	2/21/2024	<a href="#">ENTER COURSE</a>
ELNEC Graduate Student Module Introduction: ELNEC Graduate Student Curriculum	1.00	2/21/2024	<a href="#">ENTER COURSE</a>

#### ELNEC UNDERGRADUATE / NEW GRADUATE CURRICULUM

#### ELNEC GRADUATE CURRICULUM

Title	Hours	Available Until	
ELNEC Graduate Student Module 2: Communication in Palliative Care	1.00	2/21/2024	<a href="#">ENTER COURSE</a>
ELNEC Graduate Student Module 3: Pain Management in Palliative Care	1.00	2/21/2024	<a href="#">ENTER COURSE</a>
ELNEC Graduate Student Module 4: Symptom Management in Palliative Care	1.00	2/21/2024	<a href="#">ENTER COURSE</a>
ELNEC Graduate Student Module 5: Final Hours of Life	1.00	2/21/2024	<a href="#">ENTER COURSE</a>
ELNEC Graduate Student Module 6: APN Leadership in Serious Illness	1.00	2/21/2024	<a href="#">ENTER COURSE</a>
ELNEC Graduate Student Module Introduction: ELNEC Graduate Student Curriculum	1.00	2/21/2024	<a href="#">ENTER COURSE</a>



A single dandelion seed head on a thin stem is positioned in the center of the frame. The background is a solid blue color with faint, diagonal shadows of palm leaves, creating a textured effect. The text is overlaid on this background in a clean, white, sans-serif font.

Reimagining...

When, Where, and How.....

Palliative and End-of-Life Care



How and where might palliative care be integrated throughout the courses you teach?

**2 minutes**





# Examples of Programmatic Use

- Faculty Development
- Curricular Self-Assessment
- Align with Course or Individual Module Objectives
- Course Activity Design



# Examples of Course Integration

- Fundamentals
- Gerontology Clinical
- Pharmacology
- Traditional Med/Surg (Didactic + Clinical)
- Chronic Illness (Concept based design)
- Capstone international experiences
- Simulation
  - Across illness trajectory palliative + hospice integration
  - Pediatric death
  - Perinatal death
  - Older adult death
  - Postmortem care





# Examples of Student Evaluation

- Debriefing
- Scholarly writing
- Performance assessments
- Direct clinical observation
- Reflective writing
- Pre-lecture quizzes
- Exams



## Knowledge (UNPCKS)

Davis, A., Lippe, M., Burduli, E., & BarbosaLeiker, C. (2020). Development of a new undergraduate palliative care knowledge measure. *Journal of Professional Nursing*, 36, 47–52.

- 27-item measure reflecting CARES competencies
- Measures knowledge attainment across palliative care domains

## Perceived Competency

Lippe, M., Davis, A., Threadgill, H., & Ricamato, A. (2020). Development of a new measure to assess primary palliative care perceived competence. *Nurse Educator*, 45, 106–110.

<https://doi.org/10.1097/NNE.0000000000000682>

- 17-items 5-point Likert Scale
- Aligned with CARES statements



## AACN Essentials (2021)



- **Competence:** The array of abilities (knowledge, skills, and attitudes) across multiple domains or aspects of performance in a certain context.
- **Competency:** An observable ability of a health professional, integrating multiple components such as knowledge, skills, values, and attitudes.



# Primary Palliative Nursing Care - Competency Assessment Tool (PPNC-CAT)

Lippe, M. P., & Davis, A. (Published Online 2022). Development of a primary palliative nursing care competence model and assessment tool: A mixed methods study. *Nursing Education Perspectives*, 10.1097/01.NEP.0000000000001056.  
<https://doi.org/10.1097/01.NEP.0000000000001056>

- **9 Competency Domains**
  - Competence Statements
- **Assumptions and Precursors**
  - Application of foundational principles of nursing
  - Knowledge of primary palliative care
  - Exposure/Experience
  - Personal insight related to caring for people with serious illness



# ELNEC Faculty Corner

## Welcome Faculty!

Welcome to the ELNEC Faculty Corner!

This webpage is dedicated to supporting advancement of palliative nursing care education in schools of nursing. Through the AACN and ELNEC partnership and funding from Cambia Health Foundation, our goal is to strengthen the workforce in the care of patients and families with serious illness.

The ELNEC Faculty Corner is a repository of regularly updated educational resources focusing on the Palliative/Hospice/Supportive Sphere of Care. We recognize there are many exemplary educational efforts across the country and invite you to contribute to this repository. Your resources posted on the ELNEC Faculty Corner are considered scholarship of teaching. Contact [ELNEC@coh.org](mailto:ELNEC@coh.org) to share any of your creative work!

We are excited to offer Regional Support Chairs within geographic regions. These faculty leaders can support you in considering how to teach students about the unique palliative care needs within your local, diverse communities while also ensuring adherence to state regulatory requirements for academic programs. [Look up your Regional Support Chair here.](#)

In Partnership!



**Andra Davis, PhD, MN, RN**  
Associate Professor  
ELNEC Co-Investigator  
University of Portland  
School of Nursing and  
Health Innovations  
[davisa@up.edu](mailto:davisa@up.edu)



**Megan Lippe, PhD, MSN, RN, ANEF, FAAN**  
Associate Professor  
ELNEC Co-Investigator  
UT Health San Antonio  
School of Nursing  
[lippe@uthscsa.edu](mailto:lippe@uthscsa.edu)



### Upcoming Events

[View Schedule](#)

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### Competence Statements/ Curricular Mapping

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### Online Curriculum

[Undergraduate](#)

[Graduate](#)

### Regional Support

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### Resources

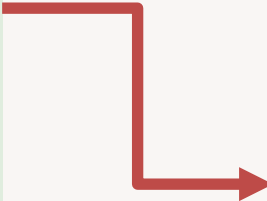
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### Hall of Fame

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# Chaminade University of Honolulu (CUH) Private, Catholic (Marianist)



## School of Nursing & Health Professions

### Undergraduate Degrees:

- Bachelor of Science in Nursing (BSN)
- Bachelor of Science in Public Health

### Graduate Degrees:

- BSN – DNP tracks:
  - Family Nurse Practitioner (FNP)
  - Pediatric Nurse Practitioner (PNP)
  - Psychiatric Mental Health Nurse Practitioner (PMHNP)
- Post-Masters Executive Leader (EL)

# CUH Palliative Care (PC) Initiatives & Progress



## AY 2022– '23

- Incorporated ELNEC Undergrad. modules into BSN curriculum
- (2 modules per semester in 3 consecutive Med. - Surg. courses)
- PC Coordinator led in-class ELNEC learning activities
- Developed five 3-credit courses for new PC Nursing minor

## AY 2023– '24

- Incorporated ELNEC Graduate modules into DNP curriculum
- Continued ELNEC Undergrad modules in Med. - Surg. courses
- Began offering courses for new PC Nursing minor (1st in the US)
- PC evolving case study simulations included in first 4 courses

## AY 2024– '25

- Continuing ELNEC Graduate modules in DNP courses
- Continuing ELNEC Undergrad. modules in Med. - Surg. courses
- 1st PC Nursing minor cohort (6 students) completes minor in May
- 2nd PC Nursing minor cohort (11 students) taking 2nd PC course

# CUH Palliative Care Nursing Minor Course s



## Learning Outcome Alignment:

- Marianist Values & Native Hawaiian Values
- CUH BSN Program Learning Outcomes
- AACN/ELNEC CARES Competencies (2022) as aligned into the AACN Essentials (2021)
- NCP Clinical Practice Guidelines for Quality Palliative Care (2018)
- ELNEC Undergraduate modules included in first 3 courses

## Sequence of 5 elective, 3-credit courses (1 course/semester)

1. Exploring Palliative Care— (Prerequisite for all subsequent courses)
2. Physical & Psychological Dimensions of PC
3. Social, Spiritual, Cultural, Legal & Ethical Dimensions
4. Current Issues, Challenges & Opportunities in PC
5. Clinical Practicum in Palliative/Hospice Care\*

\*Only students completing the entire PC minor take Practicum



# National Clinical Practice Guidelines (NCP) for Quality Palliative Care (2018)



- Domain 1: Structure & Processes of Care
- Domain 2: Physical Aspects of Care
- Domain 3: Psychological & Psychiatric Aspects of Care
- Domain 4: Social Aspects of Care
- Domain 5: Spiritual Aspects of Care
- Domain 6: Cultural Aspects of Care
- Domain 7: Care of Patient Nearing the End of Life
- Domain 8: Ethical & Legal Aspects of Care

# Sharing Session

Comments

Questions ?





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

Applications  
Due April 1st



THE  
CUNNIFF **DIXON**  
FOUNDATION



## ELNEC Staff

- [ELNEC@coh.org](mailto:ELNEC@coh.org)

Dr. Davis

- [davisa@up.edu](mailto:davisa@up.edu)

Dr. Lippe

- [lippe@uthscsa.edu](mailto:lippe@uthscsa.edu)

Palliative Care Evaluation Measures

- [Pallcareed@up.edu](mailto:Pallcareed@up.edu)

Dr. Weiss

- [daniel.weiss@chaminade.edu](mailto:daniel.weiss@chaminade.edu)



# Selected References

American Nurses Association, & Hospice and Palliative Nurses Association (2017). Call for Action: Nurses Lead and Transform Palliative Care. American Nurses Association.

<https://www.nursingworld.org/~497158/globalassets/practiceandpolicy/health-policy/palliativecareprofessionalissuespanelcallforaction.pdf>

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<https://www.aacnnursing.org/AACN-Essentials>

ELNEC (2025). ELNEC Schools of Nursing Faculty Corner.

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# Selected References

Lippe, M., Davis, A., Stock, N., Mazanec, P., & Ferrell, B. (2022). Updated palliative care competencies for entry-to-practice and advanced-level nursing students: New resources for nursing faculty. *Journal of Professional Nursing*, *42*, 250–261.

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World Palliative Care Alliance. (2020). Global atlas of palliative care. *World Palliative Care Alliance*.

<http://www.theyhpc.org/resources/global-atlas-on-end-of-life-care>

