

New Competencies for Graduate Nursing Education in Primary Palliative Care: G-CARES

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Objectives

The purpose of this presentation is to:

- ▶ Describe the critical importance of integrating primary palliative nursing education into graduate curricula across all schools of nursing
- ▶ Present the new 2019 American Association of Colleges of Nursing (AACN) *G-CARES* competencies for all master's and Doctor of Nursing Practice (DNP) students
- ▶ Provide strategies for meeting the competencies in graduate-level nursing education

Graduate-Prepared Nurses Lead the Way

- ▶ Master's and DNP students will play a critical role in caring for the > 117 million Americans living with serious illness
- ▶ The American Nurses Association (ANA) & the Hospice & Palliative Nurses Association (HPNA) have called for nurses to lead & transform palliative care (2017)
- ▶ National Consensus Project (NCP) Clinical Practice Guidelines for Quality Palliative Care (2018) call for all health-care providers to be prepared in primary palliative care

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

CDC (2018). Chronic disease in America. <https://www.cdc.gov/chronicdisease/resources/infographic/chronic-disease.htm>

NCP Clinical Practice Guidelines for Quality Palliative Care, 4th ed. (2018). <https://www.nationalcoalitionhpc.org/ncp-guidelines-2018/>

Growing Demand for Primary Palliative Care Expertise

- ▶ Specialty palliative care resources are limited!
- ▶ Graduate-level nursing students (master's and DNP) preparing for advanced practice registered nursing roles **must** be able to provide primary palliative care in any settings and across the life-span
- ▶ Those preparing for indirect care roles **must** be educated to advocate for and improve palliative care access, lead policy change, and develop quality initiatives for patients with serious illness and their families

Graduate- Competencies And Recommendations for Educating Nursing Students (G-CARES)

- ▶ Project was modeled after the successful development & implementation of the AACN CARES document for undergraduate nursing
- ▶ 15 national palliative care and nursing faculty experts developed competencies during Fall, 2018
- ▶ January 2019, *G-CARES* document was endorsed by AACN Board of Directors
- ▶ *G-CARES* contains 13 total competencies, divided into two parts

G-CARES Competencies for All Master's & DNP Students

1. Articulate the value of palliative care as a basic human right at a local, national, and global level.
2. Advocate for access to palliative care and hospice services as standard practice in all clinical, community, and technology-mediated (telehealth) settings.
3. Contribute to creating, critiquing, translating, and evaluating the evidence-base for primary palliative care from nursing science, ethics, biophysical, psychological, sociological, spiritual, and organizational sciences into clinical practice, administration, and education.

G-CARES Competencies for All Master's & DNP Students (Cont.)

4. Identify the dynamic changes in population demographics, healthcare economics, service delivery, caregiving demands, and financial impact of serious illness on patients, families, professionals, and healthcare systems to develop models of interprofessional primary palliative care that improve patient/family, professional, and system outcomes.
5. Promote social justice, equity, and equality for the seriously ill, one of the nation's most vulnerable populations, within clinical and educational settings, professional organizations, and state and national legislatures.
6. Communicate and collaborate with organizational and policy leaders to eliminate health disparities and financial and regulatory barriers related to palliative care.

G-CARES Competencies for All Master's & DNP Students (Cont.)

8. Educate consumers, stakeholders, community leaders, policy makers, and healthcare providers regarding patient/family, professional, and system outcomes related to the provision of primary palliative care.
9. Role-model resiliency and sustainability to patients/families and interprofessional healthcare providers, demonstrating strategies for coping with suffering, loss, and moral distress associated with serious illness.

G-CARES Five Competencies for Those Preparing for Direct Care Roles (APRNs)



G-CARES Competencies for APRNs Working in *Direct* Patient Care (NPs, CNSs)

1. Perform a focused assessment of the physical, psychological, social, and spiritual needs of patients and families, addressing all dimensions of quality of life in collaboration with other interprofessional providers.
2. Manage common pain and symptoms associated with serious illness, recognizing when to access specialty palliative care services, if available, for complex issues.
3. Demonstrate communication expertise in primary palliative care skills, in particular sharing difficult news, discussing advance care planning and completing advance directives, in facilitating/leading family and interprofessional team meetings, and transitioning to hospice care when appropriate.

G-CARES Competencies for APRNs Working in *Direct* Patient Care (NPs, CNSs) (Continued)

4. *Apply evidence-based and ethical/legal principles in prescribing and de-prescribing medications, ordering diagnostic tests and recommending treatments, reflective of patient and family goals of care.*
5. *Collaborate with the seriously ill patient, family, and interprofessional healthcare team from the time of diagnosis, to develop, manage, and coordinate a culturally-sensitive, patient-centered, family-focused, and evidence-based plan of care across care transitions, through bereavement, and through the appropriate use of technology.*

Strategies to Prepare Students to Meet *G-CARES* Competencies

- ▶ Integrate primary palliative care knowledge & skills into current courses if faculty experts are available to teach the content
- ▶ Require completion of a nationally-recognized palliative care course by graduation- one that is based on NCP Clinical Practice Guidelines for Quality Palliative Care (2018)
- ▶ Integrate the new online ELNEC- Graduate curriculum, which incorporates 2018 NCP Guidelines into the master's &/or DNP programs in your school of nursing

National Consensus Project (NCP) for Quality Palliative Care. (2018). Clinical practice guidelines for quality palliative care, 4th edition. Richmond, VA: National Coalition for Hospice and Palliative Care. Accessed September 24, 2019 from: <https://www.nationalcoalitionhpc.org/ncp>

ELNEC-Graduate Curriculum

- ▶ Six one-hour online modules with a brief 5 question application quiz at the end of each module
- ▶ Can be offered totally online, in classroom, or a blended approach of online and classroom discussion
- ▶ Faculty will receive additional supplemental case studies and material if they would like to incorporate into didactic course work
- ▶ Once entire curriculum is completed, student receives an ELNEC -Graduate Certificate
- ▶ Consider offering it to your precepted-students

ELNEC- Graduate Modules

- ▶ Introduction to Palliative Care
- ▶ Communication
- ▶ Advanced Pain Assessment & Management
- ▶ Advanced Symptom Assessment & Management
- ▶ Care at the End of Life
- ▶ Leadership in Primary Palliative Care



Themes Throughout the ELNEC-Graduate Curriculum

Importance of honoring culture

Family as the unit of care



Vital role of the advanced practice nurse as advocate



ELNEC-Graduate Themes (cont.)

- ▶ Palliative care is for all patients, across the life-span, with a serious illness & their families
- ▶ Palliative care should be provided across the disease trajectory and in *all clinical settings*
- ▶ Nursing leadership is essential
- ▶ *Interprofessional* care is essential for quality palliative care!



What Educational Methods are Used in the Graduate Online Curriculum?

- ▶ Text
- ▶ Case Studies
- ▶ Videos with APRNs role-modeling palliative care skills
- ▶ Testimonials from national palliative care nursing leaders
- ▶ National resources to review (e.g. NCP Guidelines for Quality Palliative Care, IOM reports, G-CARES, etc.)
- ▶ Application quiz at end of each module to assess mastery



Resource for *G-CARES* & ELNEC-Graduate

- ▶ *G-CARES Document*: access at <https://www.aacnnursing.org/ELNEC>
- ▶ ELNEC- Graduate Curriculum access at:
<https://elnec.academy.reliaslearning.com>

Thank You for Preparing Our Next Generation of APNs to Provide Primary Palliative Care!!

