

45th Biennial Convention (16-20 November 2019)

Threading ELNEC Undergraduate Modules Across Existing Nursing Courses

Andra Davis, PhD, MN, RN

College of Nursing, Washington State University-Vancouver, Vancouver, WA, USA

Megan Lippe, PhD, MSN, RN

Capstone College of Nursing, University of Alabama, Tuscaloosa, AL, USA

Casey Shillam, PhD, RN

School of Nursing, University of Portland, Portland, OR, USA

Purpose: Palliative care can be provided across the illness trajectory from the time of diagnosis of a serious illness through end-of-life, across the lifespan and in all clinical settings. Education in primary palliative care (PPC) principles is needed for all health care professions, including nursing students as well as practicing nurses. The End of Life Nursing Education Consortium Undergraduate (ELNEC-UG) modules provide a means to integrate PPC education within pre-licensure baccalaureate nursing program to improve students' knowledge, skills, attitudes and competency in caring for patients with serious illness. However, challenges to integrating new material exist and careful consideration of the best mechanisms is warranted. The purpose of this presentation is to describe different methods by which three universities evaluated the ideal alignment of ELNEC-UG modules within existing courses through nursing curricula.

Methods: Each of the three universities encountered unique considerations and curricular requirements, resulting in different methods of ELNEC-UG integration. All universities began with formative evaluation of existing palliative care content in their respective programs. The curricular evaluations sought to 1) determine existing palliative and/or end-of-life concepts taught either formally or informally; 2) uncover gaps or repetition; or 3) identify ideal alignment of ELNEC-UG within existing courses. The evaluation process served to uncover gaps and opportunities to standardize and balance the type of palliative care education taught. Additionally, the process served to increase faculty awareness of the importance and relevance of palliative care education. The first university sought to capitalize on the grant-funded option for implementation of the ELNEC-UG modules. One influencing factor in the faculty conversation was recent curricular revision from a competency-focused curriculum toward implementation of a concept-based curriculum. At the second university, the curricular evaluation process resulted in the identification of faculty champions in multiple courses. At the third university, curricular evaluation highlighted gaps in current palliative care education, and student exit surveys emphasized a desire for more education on palliative and end-of-life care. Each university was careful to engage in thoughtful discussions with administration and faculty to determine the ELNEC-UG implementation method that best fit the needs of the respective nursing program.

Results: A common outcome of these exemplars was the belief that threading the modules across multiple courses over several semesters would be the most efficient and developmentally appropriate strategy. Course selection and strategies varied across universities. At the first university, students receive one to two modules per semester over a five-semester, upper-division baccalaureate program. Modules are delivered in courses focusing on communication, community-based care, beginning and advanced acute care, and family nursing. At the second university, faculty championed integration into 4 courses across the Junior year of the program,

including one application activities in post-clinical conferences. In addition they have successfully integrated the modules into existing courses in the baccalaureate completion program. At the third university, faculty elected to thread the modules across four courses in two semesters of the Junior year, specifically nursing concepts, pathophysiology, fundamentals of nursing, and pharmacology. Each university reports positive student feedback associated with each implementation method. The first cohorts with access to the modules embedded into courses across the curriculum have resulted in 543 students per year (280 at first university; 153 at second university; 110 at third university) will be graduating with the ELNEC-UG certificate of completion.

Conclusions: The flexibility of the standardized modules allows faculty to incorporate their use into several courses within various curricula. Recommendations include championing the use of the modules through incorporation into course work to ensure maximum visibility and opportunity for completion of the evidence-based palliative care modules.

Title:

Threading ELNEC Undergraduate Modules Across Existing Nursing Courses

Keywords:

nursing education, palliative care and palliative care education

References:

American Association of Colleges of Nursing. (2018). ELNEC fact sheet. Retrieved October 22, 2018, from

<https://www.aacnnursing.org/Portals/42/ELNEC/PDF/FactSheet.pdf>

American Nurses Association. (2017). Call for action: Nurses lead and transform palliative care. American Nurses Association. Retrieved from

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

Davis, A. L., & Lippe, M. E. (2017). Two prelicensure nursing programs assess readiness to standardize palliative and end of life care curriculum. *Journal of Nursing Education and Practice*, 8(2), 29.

Ferrell, B., Malloy, P., Mazanec, P., & Virani, R. (2016). CARES: AACN's new competencies and recommendations for educating undergraduate nursing students to improve palliative care. *Journal of Professional Nursing*, 47(6), 252-256.

<https://doi.org/10.1016/j.profnurs.2016.07.002>

Mazanec, P., Ferrell, B., Malloy, P., Davis, A., Lippe, M., & Shillam, C. (2018). An innovative, interactive online ELNEC-Undergraduate curriculum for nursing students (FR482E). *Journal of Pain and Symptom Management*, 55(2), 636.

<https://doi.org/10.1016/j.jpainsymman.2017.12.159>

National Consensus Project for Quality Palliative Care. (2018). *Clinical Practice Guidelines for Quality Palliative Care* (4th ed.). Richmond, VA: National Coalition for Hospice and Palliative Care. Retrieved from <https://www.nationalcoalitionhpc.org/ncp>

Abstract Summary:

This presentation will discuss diverse approaches at three universities to incorporate ELNEC-Undergraduate (ELNEC-UG) modules across multiple courses throughout a program of study. These exemplars reflect innovative approaches to integrate the new palliative care prelicensure education without creating major curricular changes.

Content Outline:

I. Introduction

- A. ELNEC-UG is available for students for a 12-month period
- B. Objectives from the six modules strategically align with many existing courses

II. Body

- A. Process begins by conducting a formative curricular evaluation
 - 1. Determine existing palliative and/or end-of-life concepts taught
 - 2. Uncover gaps or repetition
 - 3. Identify faculty champions and opportunities to integrate ELNEC-UG resources into their programs

B. Integration at University One –

- 1. Critical need for faculty champions
 - a) Process of identifying champions through a curriculum evaluation
 - b) Role of faculty champions in implementation
- 2. Faculty requested the ELNEC-UG modules be included across clinical and didactic courses in the Junior year
 - a) Module completion across courses
 - b) Application activities in clinical conference debriefing

C. Integration at University Two – Curriculum-Driven Changes

- 1. Recent curricular revision to a competency-focused curriculum
 - a) Faculty discussion on how curricular revision and ELNEC-UG modules aligned
- 2. Modules integrated across several semesters
 - a) One to two modules per semester over a five-semester program
 - b) Incorporated modules within integrative health themed curricula

D. Integration at University Three – Student-Driven Changes

- 1. Student feedback provided rationale for ELNEC integration
 - a) Exit surveys revealed student requests for more education on palliative care
 - b) Lack of palliative care education identified through curriculum evaluation
- 2. Faculty determine ELNEC-UG modules be included across didactic courses

in the Junior year

- a) Module completion across courses
- b) Application activities across courses

III. Conclusion

- A. Efficient and creative strategies of implementation across courses can be accomplished
- B. Recommendations and future research

First Primary Presenting Author

Primary Presenting Author

Andra Davis, PhD, MN, RN
Washington State University-Vancouver
College of Nursing
Assistant Professor
Vancouver WA
USA

Author Summary: Dr. Andra Davis, from Washington State University in Vancouver Washington is passionate about palliative care and education. She has designed and taught electives in palliative care for undergraduate and graduate students, conducted workshops for professional caregivers on compassion fatigue and caring for persons with serious illness, practiced as an Oncology CNS, hospice and palliative care nurse, is an ELNEC trainer, and is conducting research in instrument development and curricular palliative care implementation design.

Second Secondary Presenting Author

Corresponding Secondary Presenting Author

Megan Lippe, PhD, MSN, RN
University of Alabama
Capstone College of Nursing
Assistant Professor
Tuscaloosa AL
USA

Author Summary: Dr. Megan Pfitzinger Lippe has been a registered nurse since 2009, and earned three degrees from the University of Texas at Austin. She has taught nursing students since 2011. Dr. Lippe's research focuses on palliative and end-of-life care education. She also has developed and tested multiple high-fidelity simulations, including a withdrawal of care simulation. Dr. Lippe currently has multiple published works in areas related to end-of-life care education and simulation.

Third Secondary Presenting Author

Corresponding Secondary Presenting Author

Casey Shillam, PhD, RN

University of Portland

School of Nursing

Dean

Portland OR

USA

Author Summary: Dr. Shillam is Dean and Professor of the University of Portland School of Nursing. Her research and practice in palliative care have influenced community-based access to palliative care and delivery of interprofessional provider training in palliative care. She has experience developing health policy in palliative and end-of-life care at the local and state levels.