

Title:

Growing the Next Generation of Nurse Leaders in Palliative Care: An International Case Study

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Session Title:

Research Poster Session 2

Slot (superslotted):

RSC PST 2: Saturday, 29 July 2017: 12:00 PM-1:30 PM

Slot (superslotted):

RSC PST 2: Saturday, 29 July 2017: 2:45 PM-3:30 PM

Keywords:

case study, leadership and palliative care

References:

Canadian Nurses Association, Canadian Hospice Palliative Care Association, & Canadian Hospice Palliative Care Nurses Group. (2015). Joint position statement. The palliative approach to care and the role of the nurse. Retrieved from: https://www.cna-aiic.ca/~media/cna/page-content/pdf-en/the-palliative-approach-to-care-and-the-role-of-the-nurse_e.pdf

International Society of Nurses in Cancer Care. (2015) ISNCC Palliative Care Position Statement. Retrieved

from: http://c.ymcdn.com/sites/www.isncc.org/resource/resmgr/Position_Statements/ISNCC_Palliative_Care_Positi.pdf

Mula, C. (2014). Nursing leadership in palliative care. *International Journal of Palliative Care*, 9(2), 48. doi: [10.12968/ijpn.2003.9.2.48](https://doi.org/10.12968/ijpn.2003.9.2.48)

Phillips, J., & Agar, M. (2016). Exemplary nursing leadership is essential to improving care for the dying. *Journal of Nursing Management*, 2016, 24(1), 1-3.

Abstract Summary:

This session will report a case study evaluation of an innovative palliative care scholarship program that funds graduate nursing students from Canada and the UK to learn and translate evidence-based practices in palliative care. Positive outcomes for the participating scholars, universities, communities, and hospices are highlighted.

Learning Activity:

| LEARNING OBJECTIVES | EXPANDED CONTENT OUTLINE |
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| The learner will be able to describe the factors that challenge international palliative care leadership development. | The content will highlight practice and educational factors that challenge international leadership in palliative care. Practice challenges include funding models, changing legislation, and shortages of leaders and practitioners in palliative care. Educational |

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| | challenges include dense nursing curricula, availability of clinical placements, and faculty expertise in palliative care. |
| The learner will be able to identify the key components of an international exchange scholarship program in palliative care. | The content will include a review of the impetus for the program's development, key stakeholders, academic and clinical program components, and community engagement activities for knowledge translation. |
| The learner will be able to describe the thematic findings of the scholarship program's case study evaluation. | The findings are clustered into three process: readiness, engagement, and outcomes. Major themes are: passion and perseverance, discovery and inquiry, committed mentors, partnerships, and unexpected synergies. |

Abstract Text:

Purpose: There is a global need to address the growing palliative and end of life care needs of individuals who are living longer, and who also live with serious and complex life-limiting and life-threatening illnesses. This will require significant growth in point-of-care resources, including a sustainable palliative care workforce. More importantly, it will require a complement of nurse leaders who will play key roles in education, evidence-based practice change, care coordination, and program evaluation. This presentation summarizes the findings of an evaluation of an international exchange program in palliative care. The project's aim was to engage graduate students in nursing to develop advanced knowledge and leadership skills in palliative care. The program was funded by the Canadian government and was built on an existing collaborative academic relationship between the University of Windsor in Canada, and Keele University in the United Kingdom. It also leveraged the shared community relationships among four community hospices, one hospital-based palliative care unit, one community outreach program, and a cadre of clinicians who served as champions and mentors.

Methods: The study employed a descriptive single case study design (Yin, 2003) with three embedded units of analysis: scholars, universities, and organizations.

Results: The findings revealed three overarching project processes that supported the project's success. These were: readiness, engagement, and outcome achievement. Within these processes, a number of themes emerged from the data. These were: passion and perseverance, discovery and inquiry, committed mentors, partnerships, and unexpected synergies that span the Atlantic Ocean.

Conclusion: This project is a beginning step in developing global nursing leaders in palliative care. International exchange in palliative care enables the sharing of best evidence in palliative care. It requires the partnership of academic institutions and practice organizations who are willing to invest significant time, funds, and energy. The findings of this project suggest processes and strategies for successful international collaborations in palliative care education and leadership. Project expansion and sustainability will require new and ongoing resources.