

Literature Review of Newly Graduated Nurses' Perceptions of Preparation to Provide Palliative Care in Hospitals

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BACKGROUND/SIGNIFICANCE

Review of literature within the past five years indicates:

- 47.8 million Americans aged 65 years and older (2015)
 - Two of every three have multiple chronic conditions
- Increasingly complex patient care situations in hospitals
- Quality of life and outcomes for patients with chronic life-limiting illness greatly impacted by preparation, experience, and care delivery
- Responsibility of nursing education to educate futures nurses to be well prepared to work with and lead teams in improving care for seriously ill patients and their families (AACN, 2014)
- IOM (2015) *Dying in America* reported:
 - Too little palliative care knowledge among clinicians caring for seriously ill patients
 - Greater understanding of the role of palliative care is one of the greatest remaining challenges to delivery of high-quality end-of-life care
- Integration of ELNEC content into the BSN curricula widely cited as best practice for palliative care nursing education
- CARES palliative care competencies served as a valuable resource to guide educators in preparing nurses to enter practice
- Newly graduated nurses who lack palliative care and end-of-life care nursing preparation may lack competence, confidence, clinical judgment, and clinical reasoning necessary to improve quality of life outcomes for seriously ill patients in acute care settings

LITERATURE SOURCES

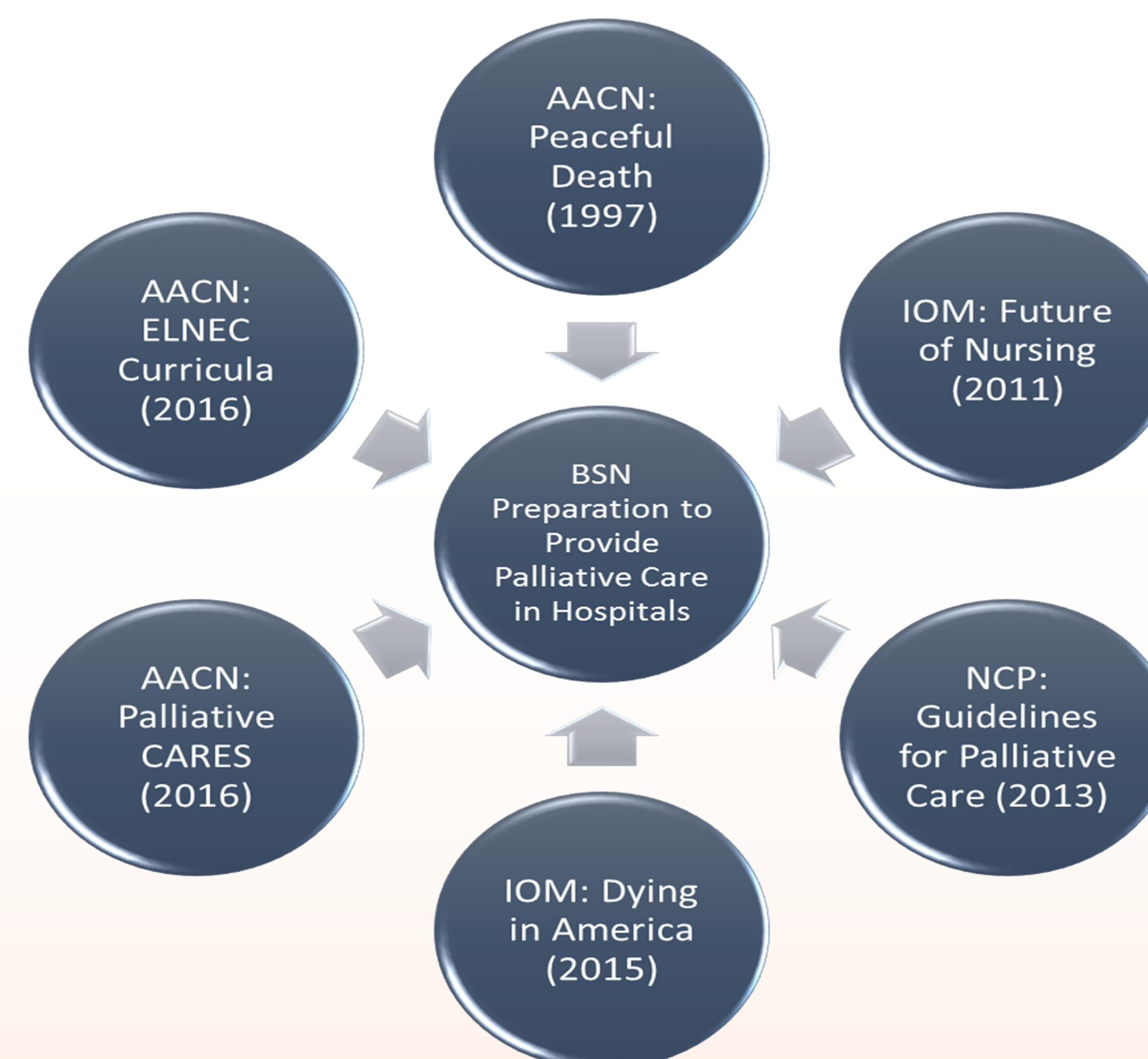
Search Engines/Databases:

- Google Scholar; CINAHL; PubMed; OVID; JSTOR

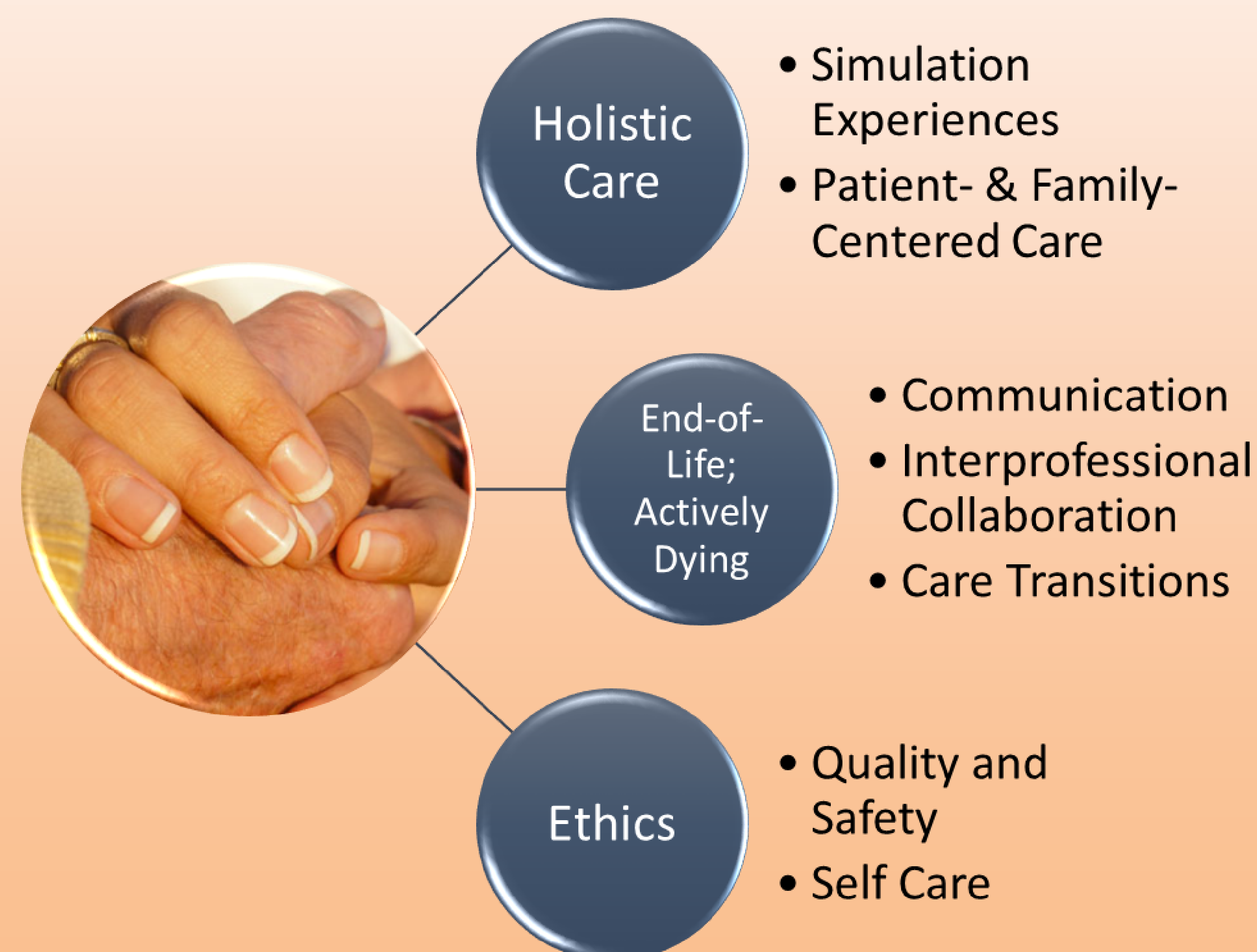
Education Standards, Guidelines, Competencies:

- American Association of Colleges of Nursing (AACN)
- National Consensus Project for Quality Palliative Care
- Hospice and Palliative Nurses Association (HPNA)
- National Academy of Medicine (formerly The IOM)
- Quality and Safety Education for Nurses (QSEN)
- National Institute of Nursing Research (NINR)
- Aging Data: Census.gov; CDC Aging & Health in America

PC/EOL EDUCATION INFLUENCES



PERCEPTIONS OF PREPARATION



IMPLICATIONS

Nursing Education:

- Simulations with complex palliative care and end-of-life care topics: Culture, ethical dilemmas; communication
- Interprofessional collaborative education for palliative care and end-of-life care, including ethics
- Service-learning partnerships
- Education and simulations to include presence, touch
- Advocacy for palliative care continuing education post BSN preparation

Nursing Practice:

- Palliative care nurse specialists
- Nursing ethics related to PC/EOL continuing education
- Evidence based policies for palliative care and end-of-life
- Palliative care quality of nursing metrics
- Staffing models for seriously ill patients outside of ICUs

Nursing Research:

- Multiple research methods/designs
- Sampling techniques to increase diversity/representativeness of sample/participants

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