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Improving End of Life Nursing Knowledge

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Disclosures

Conflict of Interest

Tina Foster & Heidi Shank have disclosed no personal commercial interests and financial relationships which may be perceived as a conflict of interest.

Commercial Support/Sponsorship

Polly Mazanec: Project Committee member (ELENEC)

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Introduction

- The American Hospital Association reports 6,146 hospitals in the United States, as the people population continue to grow older, more illness persists to rise from community to health care (AHA, 2020).
- As illness increases, people tend to seek care from healthcare providers. Specifically, for end of life (EOL) care options. Over the past decade, more than 1,000 hospital-based palliative care programs have been formed.
- By 2010, two-thirds of the United States hospitals offered palliative care. Depending on the facility, access to the palliative care services range from 20 to 100 percent (Hughes & Smith, 2014).
- As people continue to live longer due to the rise of the population, the need for palliative care increases (Hughes & Smith, 2014). New nurses are not prepared to discuss the EOL care options with patients and/or families.

Problem Description

- Current Problem
 - Are nursing students prepared for EOL care, specifically addressing spiritual and emotional needs, according to healthcare specialist, the answer is no (AACN, 1998; Robinson & Epps, 2017; Westwood & Brown, 2019; Rosseter, 2020).
 - Approximately six to twelve percent of NCLEX questions pertain to end of lying care of the dying (NCLEX, 2020).
 - According to the Oles (2020), the target institution pass rates for 2018 and 2019 were below the 95% national benchmark set forth by the National Council of State Board of Nursing.
- Clinically Significant and Knowledge Gap
 - Prelicensure nursing programs are not preparing nursing students for EOL, specifically emotional and spiritual needs. Specialist have found these nurses under prepared (AACN, 1998; Robinson & Epps, 2017; Westwood & Brown, 2019, Rosseter, 2020).
 - Nursing students' lack of knowledge with death and dying has and continues to be of concern of critically ill patients requiring palliative care (AACN, 2019).
 - A peaceful death: recommended competencies and curricular for End-of-Life Care , educational guide for baccalaureate education of nurses (Nordgren, 2020).

Problem Description

- Purpose and Aim
 - To improve student nurses understanding of end-of-life care. If nurses are to care for terminal ill patients they must be prepared in theory and in practice (Westwood & Brown, 2019).
 - Make recommendations regarding implementation of ELNEC training after pilot if supported by findings.
 - Prepare students for EOL questions on NCLEX , identify and recognize the barriers of fear the student may feel about the dying process.

Review of Literature

Improving end of life care has been a national discussion for the past two decades (Saunders, 2001; Stevens, 2013; Crist, 2017; ANA, 2017; Nordgren , 2020). According to Crist (2017), nearly thirty-seven percent of Americans have advanced directives for EOL care if they become unable to make healthcare decisions. In 2016, Medicare began reimbursing physicians for counseling patients for advance directives (Gelband, 2001). The Institute of Medicine (IOM) recognized the lack of knowledge not just among nursing students, but among other health professionals as well (Gelband, 2001). In their 1997 educational report, the IOM describes a system full of professionals who lack the expertise with end of lack care in crisis situations.



Review of Literature

The report was a set of recommendations for implementation, to initiate change for end-of-life care in the educational institutions (Gelband, 2001). The change in curriculums would ensure that practitioners, educators, graduates, and undergraduates have the pertinent knowledge and attitude to care for the terminally ill patient (Gelband, 2001). Per previous studies, the community feels as if nurses are not prepared to take care of patients in a palliative care setting. Nurses lack the confidence and the knowledge to assist patients through this transition of care (Li et al., 2019). Data collection that was completed by the American Association of College of Nursing (AACN) in 2016, shows out of 3 million nurses in the U.S. only 615,000 completed the ELNEC training (AACN, 2019).



Method Design

- Sample & Setting
- Theory
- Measurement Methods
- Stakeholders
- Barriers to Implementation
- Timeline

Sample & Setting

- Convenience sample of fourth and fifth semester students at a private, catholic University BSN program
- The BSN director, facilitated by sending email to students
- Out of fifty students, there were fifteen respondents
- Participants were incentivized with a \$15.00 gift card

Ace Star Model



Measurement Method

- A pre survey was emailed to the 15 participants.
- 11 of the 15 (73% return rate) of the participants completed the survey
- ELNEC tokens were sent to the 11 participants and eight of those fully completed
- The post survey was then sent to those eight participants after completion of the modules
- After pre/post survey and modules were completed, an email was sent to inform of completion, instructions of obtaining gift card

Ethical & Legal Considerations

A waiver of consent request was obtained from all persons volunteering to participate in project. A response per email was considered the consent for the participants. The requirement for the project was stated on the flier that was emailed to all fourth and fifth semester students. No personal information was collected. There was minimal risk to the study and no legal risk pertaining to this study. For tokens to be released to each participant, email address was required to be sent to the ELNEC representative assisting with project. No other information was sent.

Stakeholders

- The students
- The University
- Faculty
- Healthcare organizations

Barriers to Implementation

- This project was initiated during the summer while students were on break, therefore participating remotely
- Covid pandemic active, students focusing on virtual academics
- Personal experience with end-of-life care and communication techniques with care will exist among the students

Timeline

- The first flier via email was sent the second week of July 2020
- The purpose of the project and the need of participants
- Once the acceptance of fifteen participants received, the date of completion were set for August 15th with surveys and modules
- This would allow the participants six weeks to complete modules
- Data analysis performed from August 16 to the end of September 2020, worked with statistician

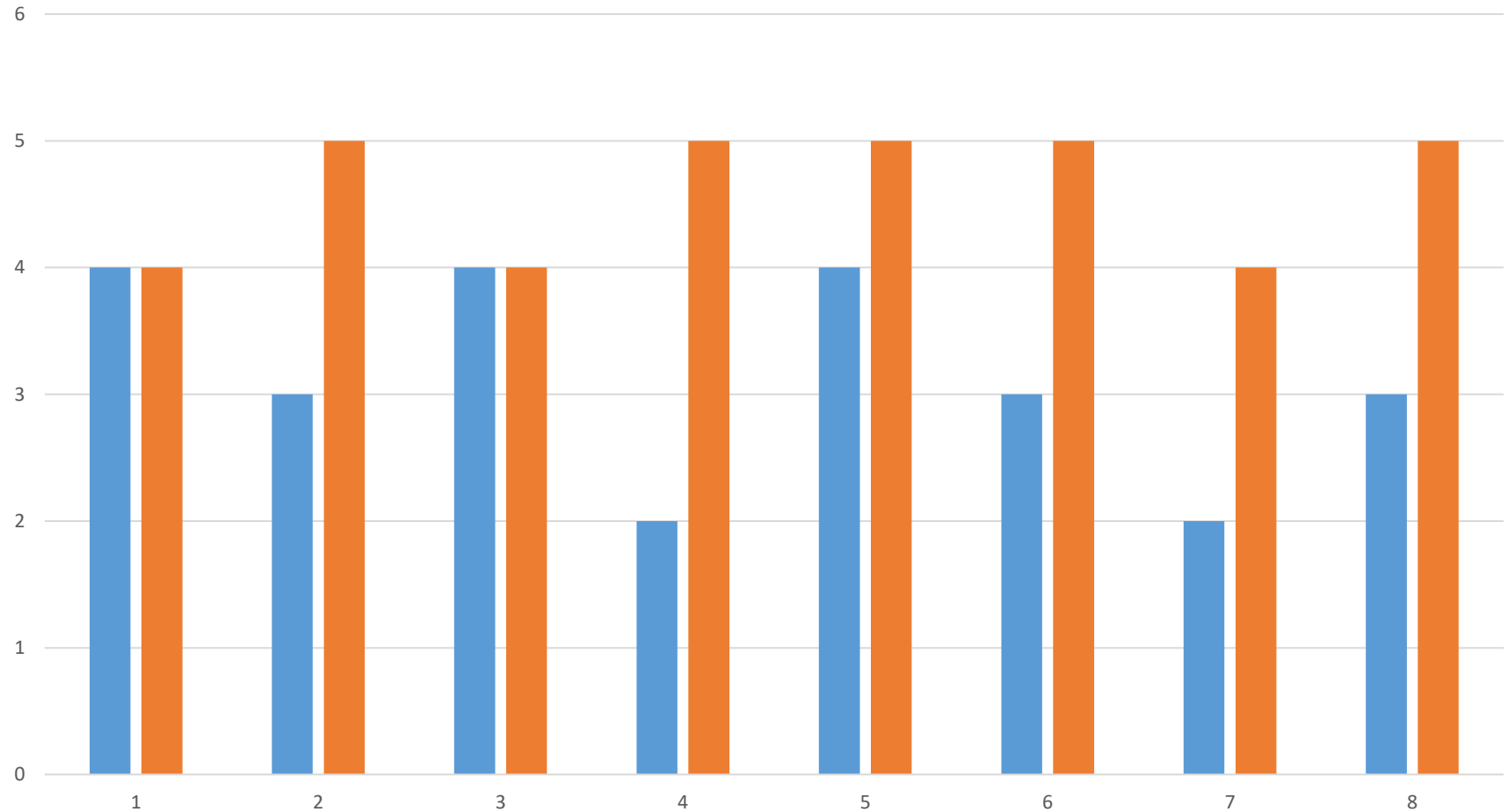
Project Outcome

- 8 out of 11 participants completed all seven pre/post survey questions, discarded three results from final statistics
- 8 out of 11 (72%) of ELNEC modules completed by all participants
- 100% of surveys and ELNEC modules was completed by August 15th. At least 90% of participants stated an increased knowledge of end-of-life care after completion of modules.

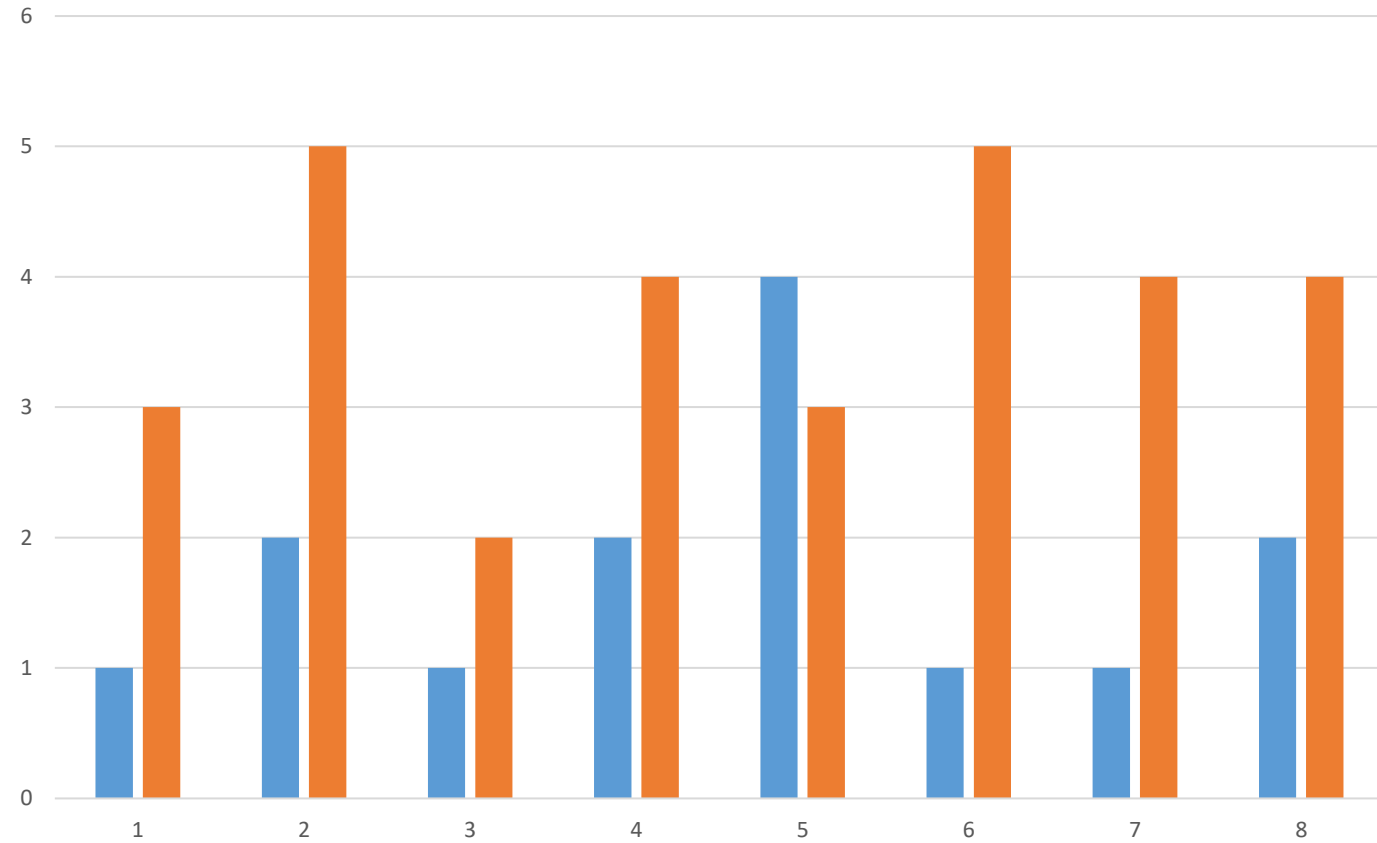
• Pre and Post Palliative care survey

1. The education received has prepared me for meeting a dying patient				
Total disagree	Disagree	Neutral	Agree	Total agree
1. The education received has prepared me to care for a dying patient				
Total disagree	Disagree	Neutral	Agree	Total agree
1. The education has prepared me to care of a dead body				
Total disagree	Disagree	Neutral	Agree	Total agree
1. The education received has prepared me for taking care of the family				
Total disagree	Disagree	Neutral	Agree	Total agree
1. The education has given me support to meet a dying patient				
Total disagree	Disagree	Neutral	Agree	Total agree
1. The education has given me support to take care of a dead body				
Total disagree	Disagree	Neutral	Agree	Total agree
1. The education has given me support to meet the family				
Total disagree	Disagree	Neutral	Agree	Total agree

Question 4



Question 6



Summary of Findings

- 8 (16% of all invitees) of 50 participants completed all seven pre/post survey and ELNEC modules
- Incentive was given to those participants
- At least 90% of participants stated an increased knowledge of end-of-life care after completion of modules.

Summary of Findings

- 37.5% of participants shared qualitative comments regarding the ELNEC modules, all comments were unsolicited
- The participants provided insight to their emotions regarding the death and dying during this Covid-19 pandemic

Nursing implication and practice

- The results determines a need for increased education for nursing students in end-of-life care for the dying patients.
- Nursing students will obtain the knowledge required for the patient and the families that require end of life palliative care.
- The results determined increased knowledge was obtained following the ELNEC education
- The ELNEC modules will prepare nursing students for their NCLEX EOL questions

Conclusion and recommendations

- ELNEC education has now been used in 757 undergraduate and graduate nursing programs with over 52,000 nursing students having completed the curriculum thus far, including the 8 participants from this study (Nordgren, 2020).
- With the implementation of the ELNEC modules, NCLEX scores may increase regarding end-of-life care

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Discussion



Poster Presentation



Improving End of Life Nursing Knowledge

University in Northwest Ohio

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Lourdes University

Introduction

The American Hospital Association reports there are 6,146 in the United States, as the people population continues to grow older, more illness persists to rise from community to health care (AHA, 2020). As illnesses increase, people tend to seek care from interprofessional healthcare providers. Specifically, for end of life (EOL) care options. As the population rises and people continue to live longer, the need for palliative care increases (Hughes & Smith, 2014). New nurses are not prepared to discuss EOL care options with patients and/or families. The purpose of this project is to establish if undergraduate nurses are prepared to give end of life care to palliative care patients.

Literature Review

Lack of nursing knowledge regarding end-of-life care has led to the development of the End-of-Life Nursing Education Consortium (ELNEC). This is a curriculum guide for baccalaureate education of nurses (Nordgren, 2020). The ELNEC curriculum will assist nurses in providing holistic and compassionate care during the patient's time of need according to the AACN (2019).

NCLEX.

Six to twelve percent of NCLEX questions refer to the care of the dying patient. Students nurses are expected to identify the end of life need of the patient. Assist the patient in resolutions of EOL issues; provide EOL care and education to the patient, recognize the need for and provide psychological support to the family members; and questions assessing the students' ability to cope with EOL intervention (NCLEX, 2020). The target institution pass rate in 2018 and 2019 were below the 95% pass rate of the national benchmark that was set forth by the National Council of State Board of Nursing (Oles, 2020).

ACE Star Model



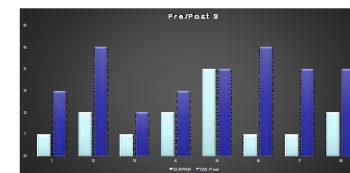
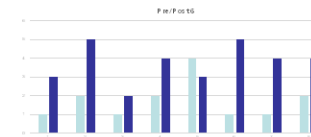
and transformation through education, practice, and guidance

Methods

Pre and post evaluation survey utilizing fourth and fifth semester nursing student volunteers. The students were asked to answer seven questions prior to completing the undergraduate End of life education consortium (ELNEC) modules. Upon completion, the participants were asked to answer the same seven Questions. This was to determine if increased education would assist in their knowledge of end of life are.

ELNEC ReliAs

Results



Ten volunteers participated out of the requested fifteen. Overall there was significant increase in knowledge obtained post educational modules versus pre-education. Volunteer number four was the only participant that remained neutral throughout the educational process. Except for question number six, this Participant decreased in the knowledge whereas everyone gained knowledge. This Was unexplainable for the response.

Conclusions

In conclusion the results determined that there is a need for increased education for nursing students in end-of-life care of the dying patient. Nursing students should obtain the education required to care for the patient and families who require palliative or end of life care. This is a disservice to the students, families, and potential employers due to the lack of education that should required

Future Recommendation

- Beneficial to add the ELNEC modules to the fourth or fifth semester nursing curriculum.
- Consider adding a course for end of life care for the dying patient.
- Student will obtain knowledge in caring for the dying patient.
- The curriculum has the potential to increase the NCLEX scores where the students have knowledge.

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