

E·L·N·E·C Connections

Fall 2001

End-of-Life Nursing Education Consortium



We wish to acknowledge the contributions of ELNEC colleagues who are providing care to others as a result of the events of September 11, 2001. While those in New York City and Washington, D.C. are geographically closest to the tragedies and may face special challenges, our colleagues

across the country have experienced loss and are feeling the effects of the incomprehensible events. Our most encouraging thoughts are with our ELNEC and other nursing colleagues as they provide care in face of turmoil and uncertainty.

Welcome to our Fall 2001 Issue!

The End-of-Life Nursing Education Consortium is pleased to bring you *ELNEC Connections*, a quarterly newsletter designed to spotlight project developments, showcase the activities of ELNEC Trainers, and share resources that are useful for your own education and the education you provide. ELNEC is a national education program to improve end-of-life care by nurses funded by a major grant from The Robert Wood Johnson Foundation. ELNEC is administered through a partnership between the American Association of Colleges of Nursing (AACN) and the City of Hope National Medical Center.

I n s i d e

ELNEC Trainer Roundup

• • •

Resources You Can Use

• • •

Colleagues Seeking Colleagues

• • •

ELNEC Course News

• • •

A Note from City of Hope

Student Testing Project Commences

There has been much interest in test items to accompany the ELNEC curriculum. Test items have been developed, and now are being tested. Once this project is complete, finalized test items will be shared with all ELNEC participants.

ELNEC Trainers who serve as undergraduate faculty members were sent information on an evaluation project that validates the ELNEC test bank and assesses student achievement as a result of exposure to the ELNEC curriculum. Volunteer schools will pretest a designated student group, teach at least five ELNEC modules over the academic year, and post-test the same students. A second invitation to participate was sent on October 4, seeking additional sites to increase our sample size.

Special thanks to schools volunteering as of October 11:

Alderson-Broaddus College • Armstrong Atlantic State University • Auburn University, Montgomery • Bluefield State College • Columbia State Community College • Des Moines Area Community College • Howard University • Indiana University • Kent State University • Louisiana Tech University • Mesa Community College • Mohave Community College • Mountain State University • North Park University • Oklahoma Baptist University • Quinnipiac University • Sierra College, Roseville • Tacoma Community College • Thomas Jefferson University • University of Akron • University of Indianapolis • University of Mary • University of Massachusetts, Lowell • University of Missouri, Columbia • University of Utah

Grant Proposals in Progress

Two grant proposals are in progress to continue ELNEC work at the end of the current grant in June 2003. One seeks funding to continue offering ELNEC courses to undergraduate faculty, and the other addresses the need to share ELNEC with graduate nursing faculty.

Stay tuned for progress on these initiatives.

ELNEC Trainer Roundup

Below is a snapshot of what some Trainers have been doing since their ELNEC participation. *Please send updates on your ELNEC activities by November 30 for the December newsletter to bpenn@aacn.nche.edu.*

Michele White

ewhite3142@aol.com

Long Island College Hospital School of Nursing

Incorporated all of the ELNEC modules into the Professional Issues course given to senior nursing students at Long Island College Hospital School of Nursing. The students are receptive to the material and have shared personal feelings and ethical concerns regarding end-of-life care. It has been a learning experience for all!

Ann Denney

ann.denney@thomasmore.edu

Thomas More College

Included ELNEC information into the Nursing Skills course, including recognizing signs of impending death, preparing for autopsy or organ donation, administering culturally sensitive post mortem care, preparation of the body, cremation, and funeral ceremonies. She supplemented the text they use with pages from Marianne and Deb's book. Ann says, "I will always be grateful for the privilege of attending the ELNEC training. My students are already benefiting."

Barb Kemerer

barbkemerer@aol.com

Shepherd College

Added "In the Gloaming" vignettes to her Fundamentals course and reports it was a powerful way of showing effective and non-effective communication techniques and also how a nurse can establish a therapeutic relationship with family members. Also briefed the faculty on the course and all the resources that are available and added end-of-life content to the curriculum committee agenda.

Mary Love

GoLoveGo@aol.com

Truckee Meadows Community College

Has included end-of-life care in her pharmacology class by having students write about appropriate pain management for a cancer client. The assignment asks several questions regarding care at the end of life and includes the three-level ladder for cancer pain management developed by the World Health Organization.

Cathy Pimple

pimpleca@emporia.edu

Emporia State University

Developed an elective theory and practicum course on palliative care for undergraduate nursing students which attracted over 60% of the nursing students as well as a number of nurses in the community. Student evaluation and feedback have been extremely positive. Also, a continuing education course has been scheduled using the nine ELNEC modules for licensed professionals.



Anita Bell

ABell@ok.mercy.net

Mercy Health Center

Has helped form a planning committee made up of interdisciplinary health care professionals from various clinical facilities as well as the Oklahoma Alliance for Better Care of the Dying to plan and implement community ELNEC training sessions. A number of ELNEC-trained nurses will serve as faculty. The first conference is scheduled for April 17-19 at Lake Murray Lodge in Ardmore, OK for RNs who are interested in teaching end-of-life care. The group plans six or seven regional conferences and currently is seeking funding.

Margherite Matteis

margherite.matteis@umb.edu

University of Massachusetts-Boston

Is conducting an education and evaluation project on end-of-life nursing care. Part I of the project will pre-test beginning nursing students' knowledge of end-of-life care and feelings about death, dying, and working with dying patients. Part II will integrate end-of-life content in major nursing courses, utilizing a module developed from ELNEC materials. Part III will post-test senior students after completion of the module.

Resources You Can Use

Improving Palliative Care for Cancer: Summary and Recommendations

Institute of Medicine Report, 2001
Kathleen M. Foley and Hellen Gelband, Editors
National Cancer Policy Board
Institute of Medicine and National Research Council,
Washington, D.C.: National Academy Press
<http://www.nap.edu/catalog/10147.html>

A ***Quality of Life Kit*** has been developed by the Nurse Oncology Education Program, a cancer education initiative funded by the Texas Cancer Council and under the auspices of the Texas Nurses Foundation. This kit provides information on end-of-life care to parish nurses in Texas. A parish nursing Web site is available at: <http://www.tdh.state.tx.us/library/nursing.htm>.

The Quality of Life kit will be available by November 1, 2001. For list of kit resources, contact Dorothy A. Chesley, dorothy.chesley@tdh.state.tx.us. Dorothy will attend the November course in Pasadena.

Videos Used in the August Course:

Mortal Coil: Voices from the Hospice (60 minutes)

Used in Module 5: Culture and Module 7: Grief, Loss and Bereavement
To order: Contact Pan Image, Inc, 423 NW 118th Ave., Coral Springs, FL 33071 • Phone: 954/575-0001 • Fax: 954/575-0009 • E-mail: panimage@home.com

The Eternal Now (15 minutes)

Used in Module 5: Culture
This is a companion tape to *Mortal Coil* that explores issues of aging and mortality with interviews of residents at the Actors' Retirement and Nursing Home in Englewood, NJ.
To order: See Pan Image, Inc above

Grief in America (55 minutes)

Used in Module 5: Culture and Module 7: Grief, Loss and Bereavement
A comprehensive, multi-ethnic perspective on the ways Americans deal with grief and loss in all their forms.
To order: Fanlight Productions, 4196 Washington St, Suite 2, Boston, MA 02131 • Phone: 800/937-4113 or 617/469-4999 • Fax: 617/469-3379 • Web: <http://www.fanlight.com>

Caring at the End of Life (45 minutes)

This documentary raises many key issues including the role of technology, deciding when to use or withdraw life-sustaining treatments, the importance of effective pain management, and the impact of patients' culture and community on care decisions.
To order: See Fanlight Productions above

Colleagues Seeking Colleagues

ELNEC trainers seeking information on end-of-life issues are encouraged to use this space to make contact with fellow program graduates.

Pam White, PWhite@spalding.edu
Spalding University

Is interested in measuring students' attitudes toward end-of-life issues, and if the new curriculum impacts or influences their attitudes. She seeks suggestions for tools and evaluation techniques.

Tiffany Levinson, [c/o rvirani@coh.org](mailto:c/o_rvirani@coh.org)
Palliative Care Center & Hospice of the North Shore, IL

Will be working with City of Hope and AACN to adapt ELNEC materials to be more specific to the pediatric population. Anyone interested in a collaborative effort please contact Tiffany through Rose Virani at City of Hope.



TNEEL Ships in November

The electronic Toolkit for Nursing Excellence in End-of-Life Transition (TNEEL) program will be ready to ship in early November. Each baccalaureate and associate degree school of nursing in the country will receive one free copy. This CD-ROM will be sent to ELNEC Trainers and to the dean of schools not yet represented at ELNEC. For questions, e-mail tneel@u.washington.edu.

ELNEC Course News

First ELNEC Course Held in Conjunction with Last Acts

The first course for continuing education/staff development (CE/SD) educators was held September 10-11, 2001 in Denver, in conjunction with the Last Acts Regional Conference. This was the first of five 2-day ELNEC courses offered to CE/SD educators who are experienced in end-of-life care. This series of courses is coordinated by the Hospice Institute of the Florida Suncoast, and uses the ELNEC curriculum in a course modified for this group of clinical educators.



The 88 nurse educators who attended the course have been added to the roster of ELNEC Trainers on the ELNEC Web site (<http://www.aacn.nche.edu/elneec>) so you can find the names of colleagues providing CE/SD services in your area. Despite the difficult circumstances of September 11, the majority of ELNEC course participants chose to continue with the second day of the course, demonstrating the commitment and resolve so characteristic of professional nurses.

Remaining Regional Courses with Last Acts

A few seats remain in the November 27-28, 2001 course in Philadelphia, and applications are being accepted on a space available basis. Applications also are being accepted for the February, June, and September 2002 courses in conjunction with Last Acts Regional Conferences. Please encourage continuing education/staff development colleagues who are experienced in end-of-life care to apply for a remaining course if their school or agency has not already been represented at an ELNEC course. See <http://www.aacn.nche.edu/ELNEC/course.htm> for specific information on these courses and the application process.

Undergraduate Course in January

The last undergraduate ELNEC course under the current grant is scheduled for January 2002 in Pasadena. The application deadline has passed, but applications are being accepted for some remaining seats. Currently, the selection policy is for one representative per school, but you may know colleagues from other nursing schools within your community who have not been represented and who would benefit. Encourage faculty colleagues to apply so that you can form an ELNEC team in your area. Schools that agree to participate in the student evaluation project described above will have the opportunity to nominate a second representative from their school to attend the January course.

For more information, see <http://www.aacn.nche.edu/ELNEC/course.htm>.

ELNEC Reunion at the Baccalaureate Conference



AACN's Baccalaureate Education Conference will be held

American Association of Colleges of Nursing

December 6-8, 2001 at the Ritz-Carlton in Washington, DC. Faculty attending the conference will be interested to know that an ELNEC Reunion has been scheduled for Saturday, December 8, 7:30-8:30 a.m. during breakfast. Betty Ferrell, PhD, RN from City of Hope and Anne Rhome, MPH, RN and Barbara Penn, PhD, RN, C from AACN will join the group. Plan to join your ELNEC colleagues.

For details, visit the following site:

<http://www.aacn.nche.edu/Conferences/bacc01.htm>



City of Hope

A Note from the City of Hope

Betty Ferrell, PhD, RN, and Rose Virani, MHA, RN, have summarized the key points in a recent article by Anne Wendt, PhD, RN, in *Nursing Outlook*, cited in the bibliography at the end of this newsletter¹. The summary was created to give you the highlights of the article that describes end-of-life content and competencies according to the newly revised NCLEX-RN® examination.

End-of-Life Content/Competencies and the NCLEX-RN® Exam

Fifteen competencies established by an AACN taskforce (“Peaceful Death”) have been incorporated into the April 2001 Detailed Test Plan for the NCLEX-RN® Examination². These competencies were identified by palliative experts as necessary for nurses to provide high quality care to patients/families at the end of life. They are identified as:

1. Recognize dynamic changes in population demographics, health care economics, and service delivery that necessitate improved professional preparation for end-of-life care.
2. Promote the provision of comfort care to the dying as an active, desirable, and important skill, and an integral component of nursing care.
3. Communicate effectively and compassionately with the patient, family, and health care team members about end-of-life issues.
4. Recognize one’s own attitudes, feelings, values, and expectations about death and the individual, cultural, and spiritual diversity existing in these beliefs and customs.
5. Demonstrate respect for the patient’s views and wishes during end-of-life care.
6. Collaborate with interdisciplinary team members while implementing the nursing role in end-of-life care.
7. Use scientifically based standardized tools to assess symptoms (e.g., pain, dyspnea [breathlessness], constipation, anxiety, fatigue, nausea/vomiting, and altered cognition) experienced by patients at the end of life.
8. Use data from symptom assessment to plan and intervene in symptom management using state-of-the-art traditional and complementary approaches.
9. Evaluate the impact of traditional, complementary, and technological therapies on patient-centered outcomes.
10. Assess and treat multiple dimensions, including physical, psychological, social, and spiritual needs, to improve quality at the end of life.
11. Assist the patient, family, colleagues, and one’s self to cope with suffering, grief, loss, and bereavement in end-of-life care.
12. Apply legal and ethical principles in the analysis of complex issues in end-of-life care, recognizing the influence of personal values, professional codes, and patient preferences.
13. Identify barriers and facilitators to patients’ and caregivers’ effective use of resources.
14. Demonstrate skill at implementing a plan for improved end-of-life care within a dynamic and complex health care delivery system.
15. Apply knowledge gained from palliative care research to end-of-life education and care.

The NCLEX-RN® test plan is structured according to the framework of the four major categories of Client Needs³. And these four major categories (identified as A-D) are further defined into subcategories. On the following page is a list of the categories/subcategories (identified as 1-10) of the test plan along with related content for each subcategory and the corresponding end-of-life issues related to the AACN competencies. The related content indicated after each subcategory listing is not limited to only those areas identified.

See the NCLEX-RN® Test Plan Structure on the next page.

NCLEX-RN® Test Plan Structure

A. SAFE, EFFECTIVE CARE ENVIRONMENT

1. Management of Care

- *Legal responsibilities, ethical practice, advocacy, incident/irregular occurrence/variance report
- *Advance directives
- *Confidentiality
- *Informed consent
- *Organ donation
- *Clients rights
- *Case management, prioritizing care, consultation with members of the health care team, referrals, continuity of care
- *Concepts of management, delegation, supervision, resource management
- *Continuous quality improvement

Reflected in this subcategory of the test plan are end-of-life issues relating to Competencies 1, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, and 15.

2. Safety and Infection Control

- *Accident prevention
- *Error prevention
- *Disaster planning
- *Handling hazardous and infectious materials
- *Medical and surgical asepsis
- *Standard (universal) and other precautions
- *Use of restraints

Reflected in this subcategory of the test plan are end-of-life issues relating to Competencies 8, 9, 10, and 15.

B. HEALTH PROMOTION AND MAINTENANCE

3. Growth and Development Through the Life Span

- *Aging process and expected body image changes
- *Ante/intra/postpartum and newborn
- *Developmental stages and transitions
- *Family systems, family planning, human sexuality

Reflected in this subcategory of the test plan are end-of-life issues relating to Competencies 7, 8, and 15.

4. Prevention and/or Early Detection of Health Problems

- *Health and wellness, health promotion programs and health screening
- *Disease prevention
- *Immunizations
- *Lifestyle choices
- *Techniques of physical assessment

Reflected in this subcategory of the test plan are end-of-life issues relating to Competencies 7 and 8.

C. PSYCHOSOCIAL INTEGRITY

5. Coping and Adaptation

- *Mental health concepts and therapeutic interactions
- *End of life, grief and loss
- *Coping mechanisms, unexpected body image changes, support systems
- *Religious and spiritual influences on health
- *Sensory/perceptual alterations
- *Situational role changes
- *Stress management

Reflected in this subcategory of the test plan are end-of-life issues relating to Competencies 3, 4, 7, 8, 9, 10, 11, 12, 13, and 15.

6. Psychosocial Adaptation

- *Psychopathology
- *Behavioral interventions, crisis intervention, therapeutic milieu
- *Chemical dependency
- *Domestic violence, child abuse/neglect, elder abuse/neglect, sexual abuse

Reflected in this subcategory of the test plan are end-of-life issues relating to Competencies 3, 4, 7, 8, 9, 10, 11, and 15.

D. PHYSIOLOGICAL INTEGRITY

7. Basic Care and Comfort

- *Assistive devices
- *Mobility/immobility
- *Nutrition and oral hydration
- *Elimination
- *Personal hygiene
- *Rest and sleep
- *Non-pharmacological comfort interventions, palliative/comfort care

Reflected in this subcategory of the test plan are end-of-life issues relating to Competencies 2, 7, 8, 9, 10, and 15.

8. Pharmacologic and Parenteral Therapies

- *Medication administration, pharmacological agents, pharmacological actions, expected effects
- *Pharmacological interactions, side effects, adverse effects/contraindications
- *Blood and blood products
- *Intravenous therapy, parenteral fluids and central venous access devices
- *Chemotherapy
- *Pharmacological pain management
- *Total parenteral nutrition

Reflected in this subcategory of the test plan are end-of-life issues relating to Competencies 7, 8, 9, 10, 13, and 15.

9. Reduction of Risk Potential

- *Pathophysiology and potential for alteration in body systems
- *Diagnostic tests and therapeutic procedures
- *Laboratory values
- *Potential for complications of diagnostic tests, procedures, and health alterations

Reflected in this subcategory of the test plan are end-of-life issues relating to Competencies 7, 8, 9, 10, and 15.

10. Physiologic Adaptation

- *Pathophysiology/alterations in body systems
- *Medical emergencies/unexpected response to therapies
- *Hemodynamics
- *Respiratory care
- *Infectious diseases
- *Fluid and electrolyte imbalances
- *Radiation therapy

Reflected in this subcategory of the test plan are end-of-life issues relating to Competencies 7, 8, 9, 10, and 15.

References

- Wendt, A. (2001). End-of-life competencies and the NCLEX-RN® examination. *Nursing Outlook*, 49(3): 138-141.
- American Association of Colleges of Nursing. (1997). *A Peaceful Death: Recommended Competencies and Curricular Guidelines for End-of-Life Care*. Report from the Robert Wood Johnson End-of-Life Care Roundtable. Washington DC: Author.
- National Council of State Boards of Nursing, Inc. (2001). *NCLEX-RN® Examination: National Council Detailed Test Plan for the NCLEX-RN® Examination*. Chicago, IL: Author.