

Authors: Carolina Uranga, MSN, RN, AGCNS-BC, OCN; Judith Mae Rosario, MSN, RN; Jennifer Phung, BSN, RN; Tran Le, BSN, RN; Dung Banh, MSN, RN

Intro/Background

- Care of the dying is a vital nursing role and is an essential element of quality cancer care.
- The End-of-Life Nursing Education Consortium (ELNEC) curriculum provides educational resources and standardized toolkit to improve palliative care with emphasis on pain, symptom management, communication skills, self-care, grief and bereavement support.

Method

- Using the resources from ELNEC, a pre-and post-intervention with long term follow-up was designed.
- A convenience sample of 37 nurses from an oncology medical surgical and 1 pediatric unit completed a 10-hour online ELNEC Core Curriculum and attended a 6-hour virtual workshop. Three virtual workshops were offered which included case studies, videos, and interactive activities.
- Each participant completed an online questionnaire prior to completing the online end of life (EOL) course and virtual workshop to assess and identify knowledge, attitudes, and perceptions.
- The same online questionnaire was sent to participants at 6 months post-intervention.

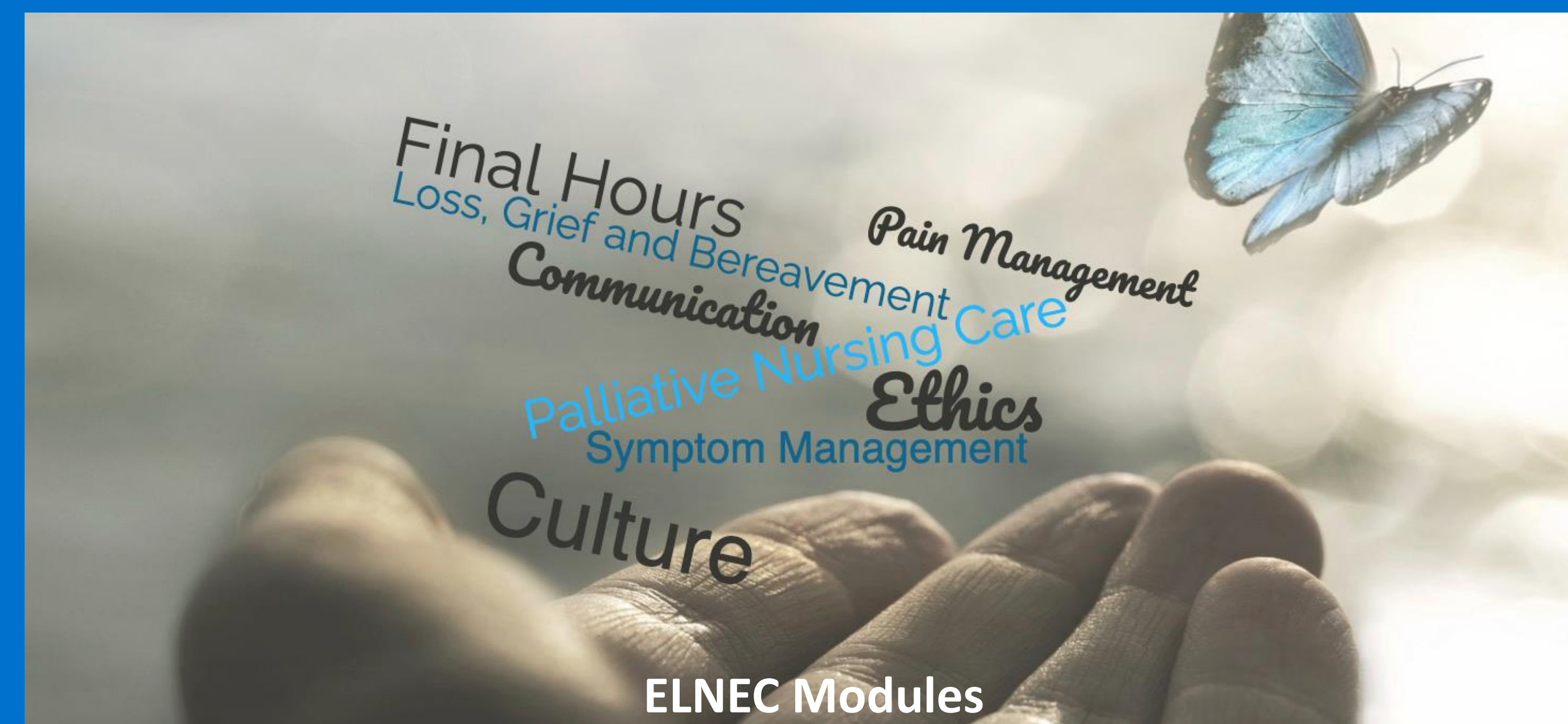
Results

- Forty nurses completed the baseline EOL questionnaire which showed 80% of nurses (N=32) have provided palliative care and 13% (N=5) "feel confident" in providing EOL care
- Thirty-five (88%) nurses from one unit completed the ELNEC online course and attended the virtual workshop which exceeded the unit target goal of participation by 38%
- Participant demographics: Female, 77.5% (N=31); Education 87.5% (N=35) have a bachelor's degree; Clinical experience, 48% (N=19) have 2-4 years and 28% (N=11) have 5-10 years.
- Baseline and 6-month data show an overall increase in effectiveness in the following domains: *Communication with Terminally Ill Patients and their Families* (55%, 87%), *Cultural Issues in EOL Care* (37%, 80%), and *Grief/Bereavement Support* (52%, 77%).
- At 6 months the top 3 barriers to EOL care include culture, education, and perceptions.

Discussion

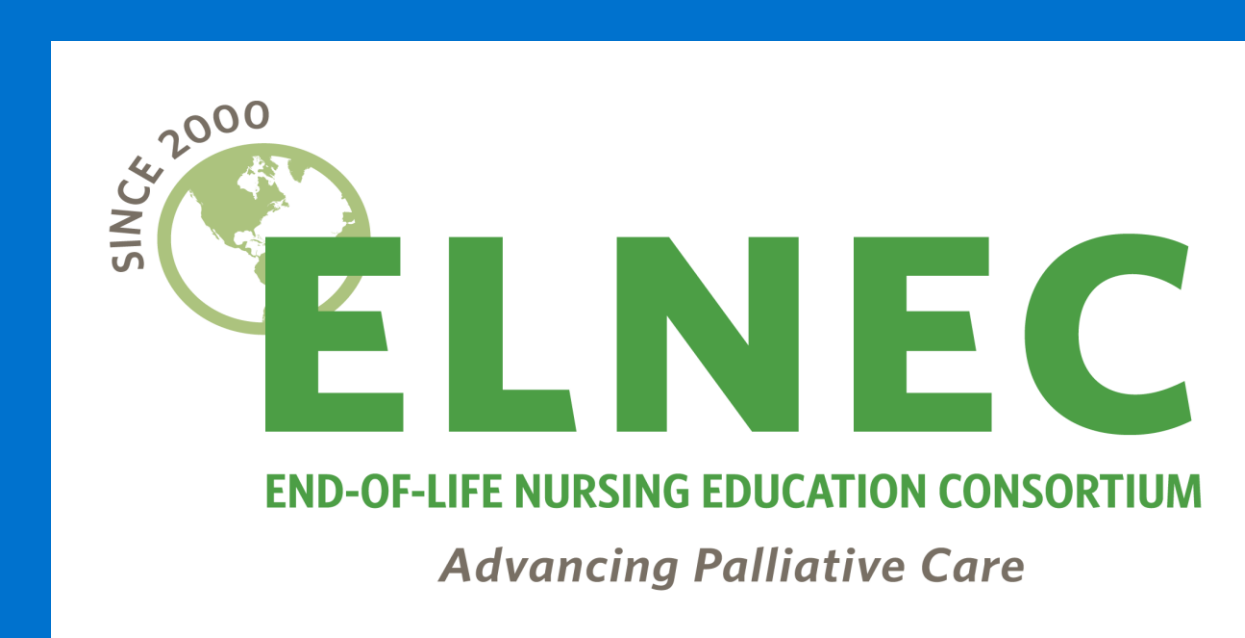
- The online and virtual approach was feasible to educate staff during the ongoing pandemic. Nurses are in a unique position to improve EOL care through knowledge acquisition.
- ELNEC expertise in the design of the workshop, leadership support, and engagement by frontline staff ensured the initial success of the program's aim to provide EOL education at the nursing unit level.
- Self-reported questionnaire may be biased in measuring practice change; however, the survey may improve the program for future participants at City of Hope.
- The project highlights the importance of professional development in EOL care and should be recommended training for oncology nurses.
- Dissemination of the results can lead to the expansion of this training for the organization.

Implementation of End-of-Life Care Training at a Comprehensive Cancer Center



Findings:

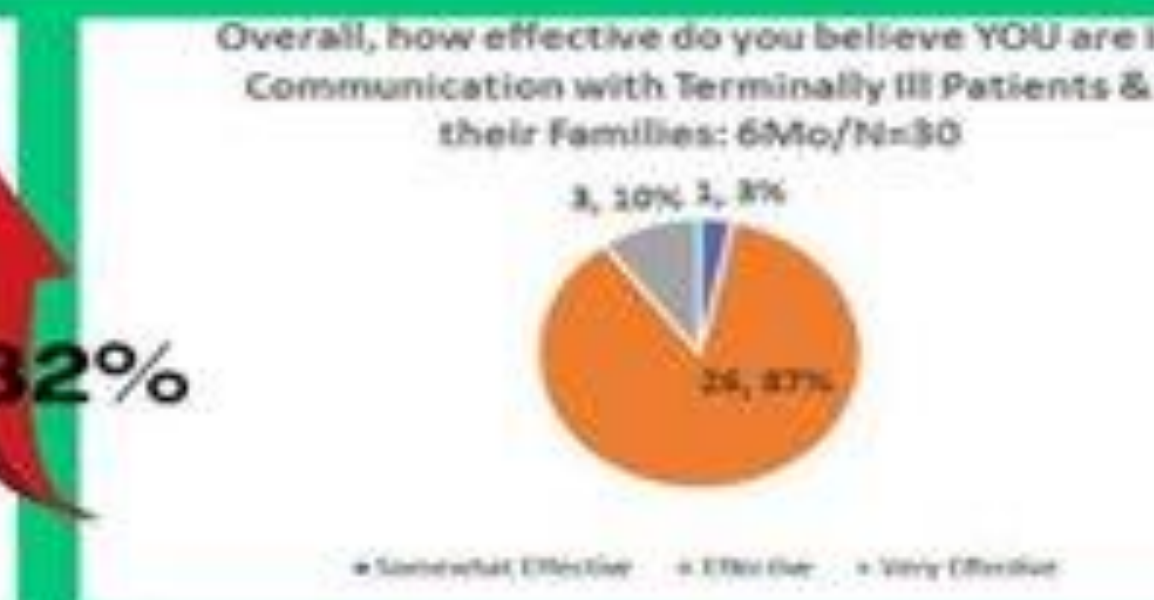
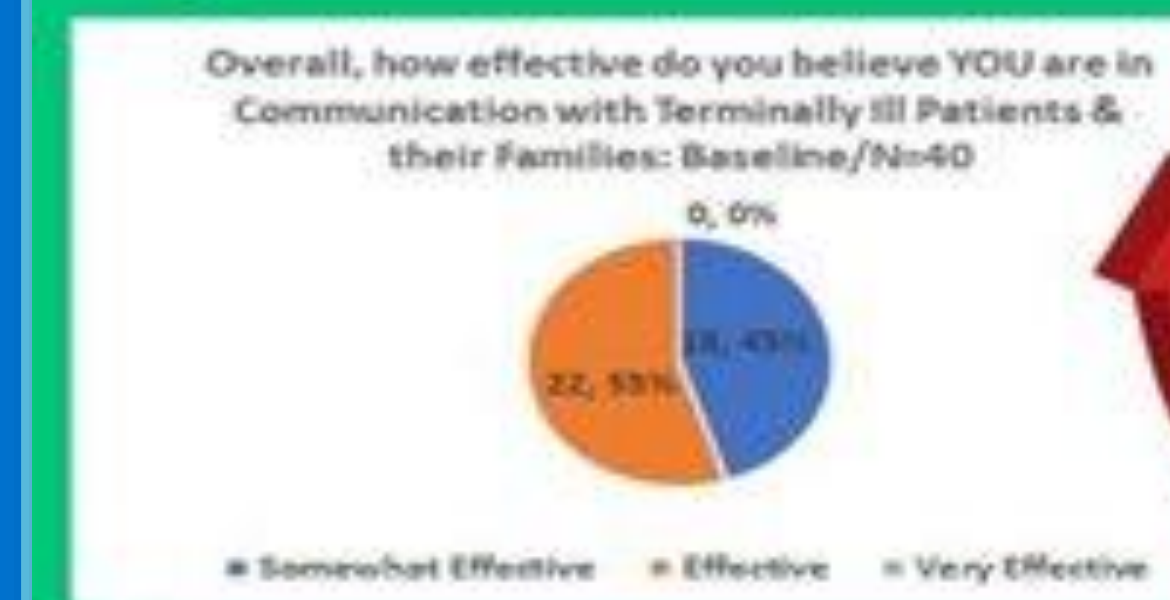
The ELNEC online curriculum is a feasible and convenient way to train bedside nurses on EOL care. This program resulted in training 88% of the unit staff. Overall, at 6 months nurses reported feeling more confident and effective in providing EOL care.



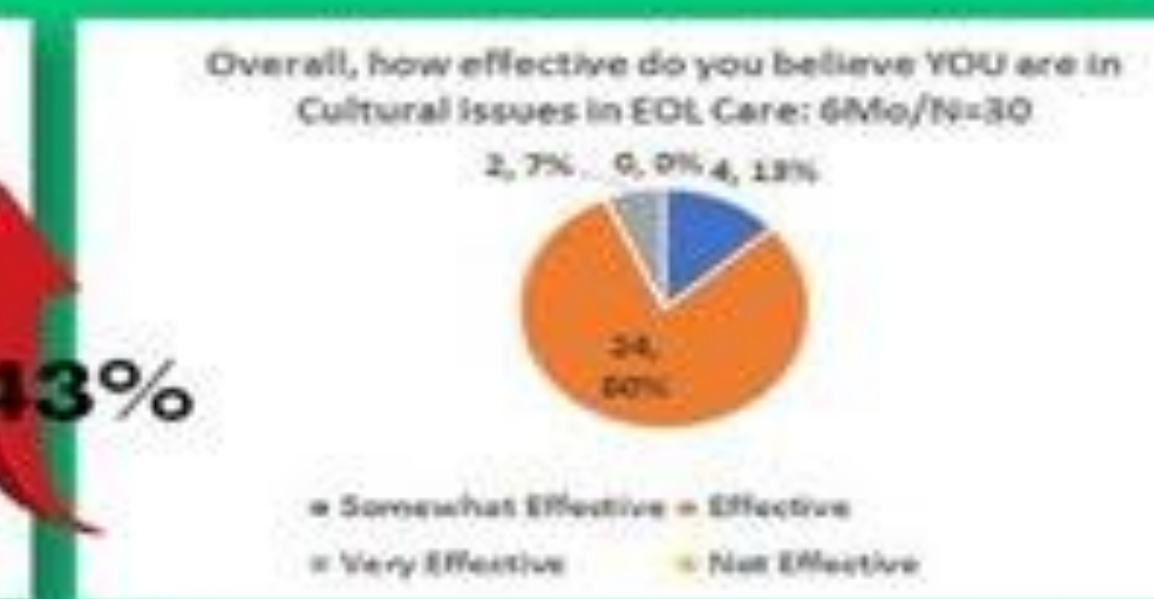
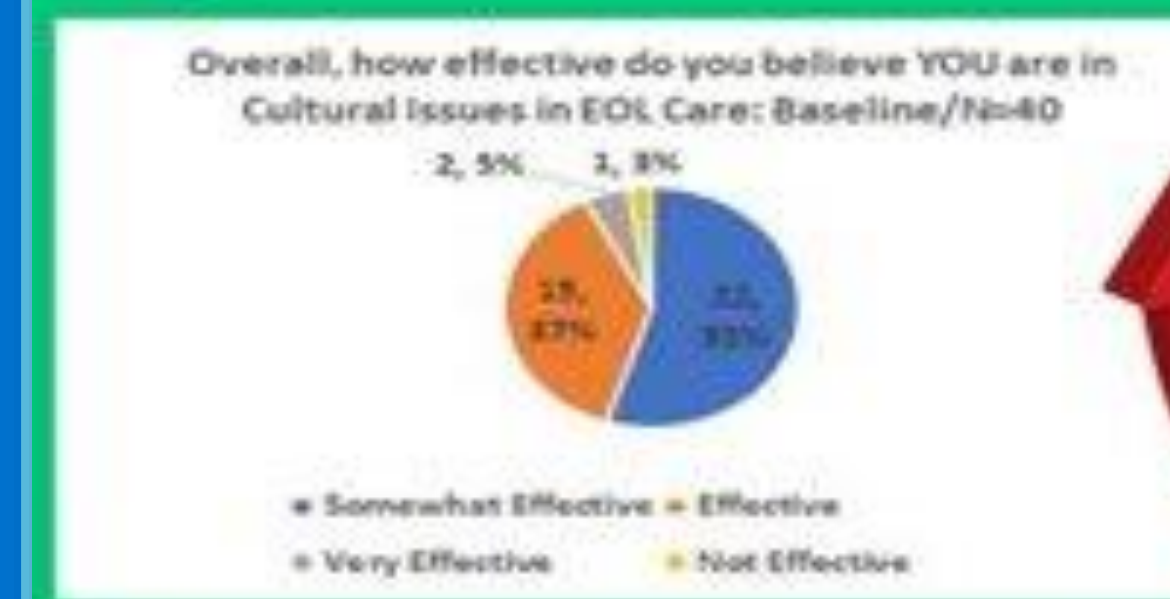
Baseline Data

6 Months Data

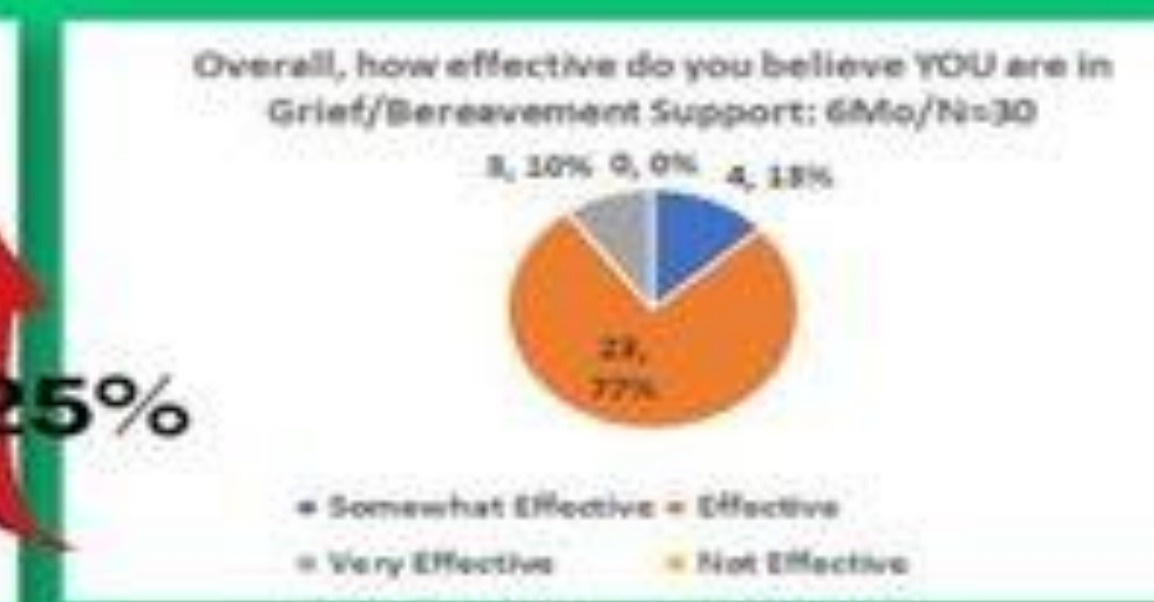
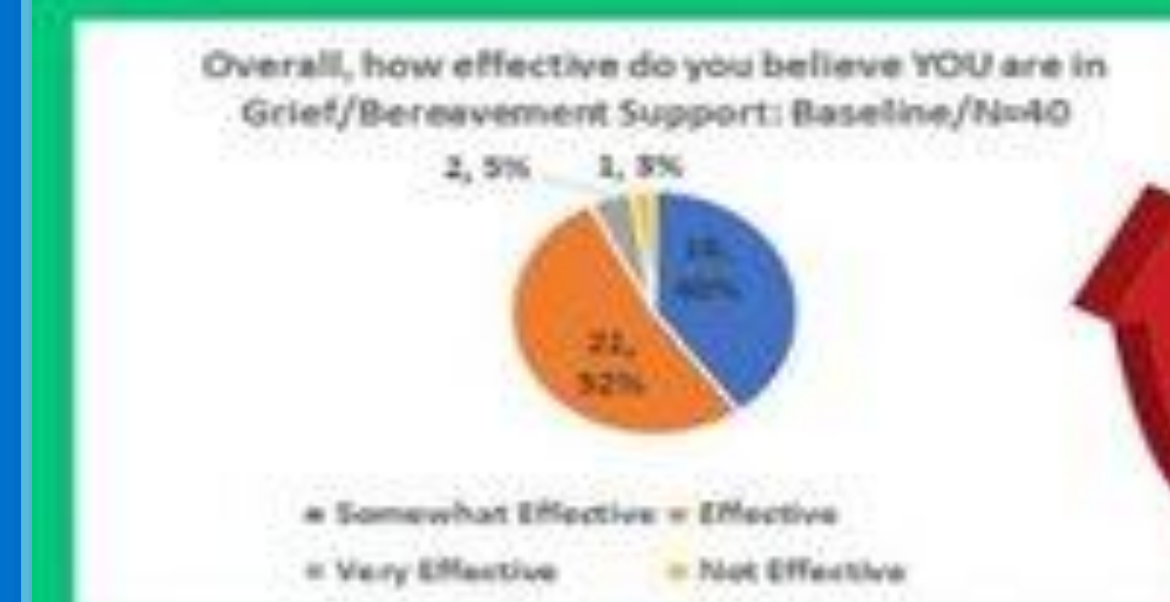
Effectiveness in Communication: Up by 32%



Effectiveness in Cultural Issues: Up by 43%

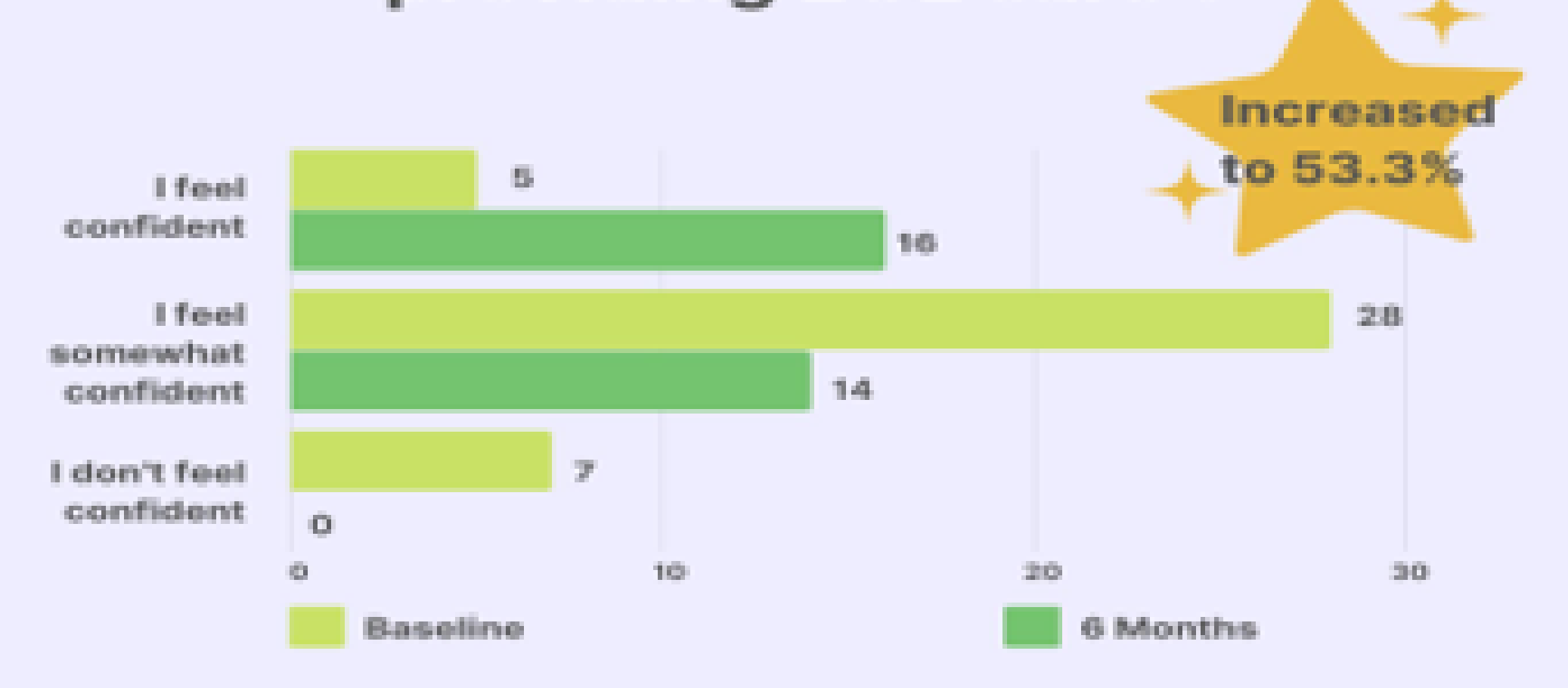


Effectiveness in Grief, Bereavement: Up by 25%



Confidence in providing EOL care showed improvement from Baseline of 12.5% to 53.3% at 6 Months!

How comfortable do you feel in providing EOL care?



References:

- D'Antonio, J. (2017). End-of-Life Nursing Care and Education: End-of-Life Nursing Education: Past and Present. *Journal of Christian Nursing*, 34(1), 34-38. <https://doi.org/10.1097/CNJ.0000000000000338>
- Jors, K., Seibel, K., Bardenheuer, H., Buchheidt, D., Mayer-Steinacker, R., Viehrig, M., Xander, C., & Becker, G. (2016). Education in End-of-Life care: What do experienced professionals find important? *Journal of Cancer Education*, 31(2), 272-278. <https://doi.org/10.1007/s13187-015-0811-6>