ADVANCE CARE PLANNING FOR HEALTH CARE PROFESSIONAL STUDENTS: ESSENTIAL CONTENT FOR NOVICE HEALTH CARE PROVIDERS

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Learning Outcomes

• At the completion of this session, you should be able to:

  1) Design content for a class session including basic information, attitudes, and skills important to every novice health care professional related to person-centered advance care planning (ACP).

  2) Identify other content areas in a curriculum that can be enhanced to reinforce person-centered ACP knowledge, attitudes, and skills necessary for every novice health care professional.

Who is here today???

• Professions represented?
• Roles?
• Reasons for selecting this session....other hopes or expectations to consider?
Institute of Medicine (2015) findings

- Most people do not have conversations about end-of-life wishes, even fewer put them in writing
- Even if AD completed, often not available, understood or used to influence care decisions
- Those who have had conversations less likely to receive unwanted treatment
- People expect that clinicians will raise the question when it is appropriate
- Barriers exist....

“Clinicians need to recognize the multiple barriers to effective communication on these issues, initiate the conversation themselves, and take time and make the effort to ensure that patient and family decisions are made with adequate information and understanding” (IOM, 2015, p. 190)
• Interprofessional Education Collaborative (IPEC) competencies
  – Values/Ethics, sub-competency VE1: Place interests of patient and populations at center of interprofessional health care delivery (IPEC, 2016).
• Quality and Safety Education in Nursing (QSEN) competencies
  – Patient-centered care competency: “Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs” (Cronenwett et al., 2007, p. 124).
• Essentials of Baccalaureate Education in Nursing Practice (American Association of Colleges of Nursing)

Need for novice HCP’s to know…

• Practicing nurses demonstrate a lack of knowledge about ACP, (Hall & Grant, 2014; Ryan & Jezewski, 2012)
• Small numbers of HCP’s have completed AD
• HCP in all professions are in a position to influence persons in their care to plan
• HCP in all professions are in a position to advocate for attention to a person’s AD when necessary
**Evidence supports the influence of ACP on**
- Patients quality at the end of life
- Quality of life of surrogate decision makers
- Incidence of depression... surrogates (Wright et al., 2008)
- Care aligned with stated preferences (Detering et al., 2010; Hammes & Rooney, 1998)

**Ongoing process, not a one time event**
**Appropriate for all adults**
**Includes attention to a person’s experiences, values, and beliefs**
**Involves selection of a health care agent (also called...)**
**Requires conversation about preferences**
**Often results in a written document- various documents**
**Federal and State statutes provide legal structure**
More to know....

• Professional standards re: their role
• Roles/responsibilities of other team members including ACP facilitator roles
• Sources of ACP expertise, resources in own organization and community

Attitudes ...

• Value a person’s right to have care preferences honored when unable to make own decisions- ethical principle of autonomy
• Value the role of important others, their influence on decision making and the impact of decisions on the others
• Value the impact of a person’s experiences, culture, values, & spirituality, as they inform preferences
• Recognize personally held attitudes about care preferences
• Recognize the importance of the trust they earn with individuals in their care
• Appreciate the privilege and opportunity to influence people who trust them to plan for future health care decisions
Skills

• Recognize cues that indicate a person’s readiness to address advance care planning
• Demonstrate sensitivity and respect in exploring experiences and beliefs
• Communicate empathy and earn trust by focusing on patient’s perspective & concerns
• Choose words and nonverbal behavior that do not communicate any personal opinions
• Provide access to ACP resources beyond their professional scope or capacity

Alignment with other curricular content

Communication skills
Ethical principles
Legal aspects
Palliative care
Interprofessional collaboration
Try this together…

• Considering how communication skills are threaded through your curriculum, during what course would you introduce each of the skills listed on the “Skills” slide?
• How could you use an example related to advance care planning to “practice” or “reinforce” that skill?
• What clinical or practicum opportunities do you see to enhance the students’ skill?

Learning activities…

• Introduction of knowledge, attitudes, and skills
  – Didactic presentation of information
  – Student search for state regulations
  – Interdisciplinary discussion of roles
  – Review of advance directives in patient records (during clinical) and post-conference discussion about applicability
  – Role play, practice of communication skills
Advancing understanding...

• Completion of own AD, discussion with own selected agent, exploration of own feelings attitudes (TNEEL, Hall & Grant, 2014)
• Case studies of various “stages” in ACP processes
• Role plays to engage communication skills

Combining competencies...

• Simulation of early ACP conversation, suggestion, referral
• Simulation of interaction with patient with chronic illness, advancing
• End of life simulation
Resources

• Fast Facts and Concepts
  https://www.mypcnnow.org/fast-facts

• National Institute on Aging
  https://www.nia.nih.gov/health/caregiving/advance-care-planning

• Honoring Choices MN
  https://www.nia.nih.gov/health/caregiving/advance-care-planning

• End of Life Nursing Education Consortium
  https://www.aacnnursing.org/ELNEC

• Respecting Choices
  http://www.gundersenhealth.org/respecting-choices/

Other ideas, questions....
References
