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by the anxiety of starting a new clerkship. Based on student feedback, pain assessment and management, and discussion of do-not-resuscitate orders have been added to the didactic workshop.

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The Michigan Advanced Practice Nursing Palliative Care Project

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ABSTRACT

The emerging field of palliative care in the United States must respond to the health care needs of persons living and dying from advanced illness. The literature suggests that professional nursing education in palliative care is limited, inconsistent, and sometimes neglected. In response to these identified needs, the Michigan (MI) Advanced Practice Nurse (APN) Palliative Care Project was designed to integrate palliative education into existing graduate nursing curricula and to provide continuing education for postgraduate nurses.

DESCRIPTION

THE MI APN PALLIATIVE CARE PROJECT consists of self-training materials that include: a nine-module printed self-training manual, two videos, and a series of slides that detail pain management techniques. The nine modules of the self training manual include material on: the context of end-of-life care, prognostic indicators associated with advanced pathophysiology, end-stage disease management, pain and symptom management, communication regarding end-of-life issues, advance directives, grief and bereavement, cultural aspects surrounding end-of-life care, and ad-

vanced practice nursing professional issues. The nine modules consist of printed materials. After each module are test questions geared toward that module's content. The two videos focus on (1) cultural and existential issues associated with advanced illness and (2) the myths and misconceptions of pain management. The slides that address pain management include information on assessment, pain syndromes, use of opiates and adjuvant analgesics. All of the educational materials are self-administered and can be completed at the APN's convenience and pace. These materials are intended for second-year graduate nursing students and postgraduate nursing profes-

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sionals who wish to increase their skills and knowledge in palliative care.

DISCUSSION

These materials are currently being piloted in five Michigan-based graduate nursing programs, two Veteran's Administration Medical Centers (Saginaw, MI; Albany, NY) and the Cleveland Clinic. Nursing students and professional nurses who complete the self-training materials in the pilot phase participate in the evaluation process. The goal of the evaluation is to determine the degree to which the modules meet the stated learning objectives, the applicability of the educational content to each nurse's practice, the appropriateness of the materials for graduate and postgraduate nurses and the time needed to complete these materials. APN's who participate in the evaluation will be sent the self-training materials along with an evaluation tool. The evaluation tool pertains specifically to the content of the nine modules in the self-training manual. Once each module has been read and test questions for that module completed, pilot participants will use the evaluation tool to rate the degree to which the

content of the written material meets with the stated objectives and how applicable the material is to their practices. In addition, participants will be asked to respond to open-ended questions that address their overall impressions of the content of each module. Once the nine modules of the self-training manual have been read and the test questions completed, the pilot participant will send the evaluation tool back to the principal investigator for analysis. After formal evaluation and subsequent revision of the materials based upon the feedback provided in the evaluation phase, these educational products will be available with continuing education credit and a certificate of completion through the Michigan Nurses Association and the Life Institute at the Veterans Administration Healthcare Network Upstate New York for graduate and nursing professionals nationwide.

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Volunteer Patient Advocacy: An Interdisciplinary Course on Attending to Patients at the End of Life

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ABSTRACT

Little is known about the impact on health care students of early end-of-life care (EOLC) education and patient contact. We developed an EOLC course that allowed students to serve as volunteer advocates for patients at the end of life (EOL). We evaluated the course's acceptability to students and its effect on students' attitudes and beliefs.

INTRODUCTION

FIRST-YEAR MEDICAL AND PHARMACY STUDENTS enrolled in a 10-week elective course that in-

cluded 10 hours of didactic presentations by an interdisciplinary faculty on basic EOLC topics. Topics included caring for patients with advanced illness, working with an interdisciplinary