

Of respondents, 82% reported prior contact with PC, and only 47% reported prior PC training. 94% rated CSD-training fairly or extremely important, 35% rated their current training inadequate. N=10 completed 30-/60-day surveys. At 30 days, there was significant improvement in 5/14 self-efficacy metrics (one-tailed, $\alpha=0.05$); at 60 days in 10/14 metrics. Improved areas included: interest in patient's problems, giving detailed information on illness and options, physician-patient trust, joint decision-making, risks/side effects discussion, understanding patient needs, understanding impact of illness, putting patients at ease, and respecting opinion differences regarding treatment. 83% found the course helpful.

Conclusion. A CSD curriculum is a useful tool for developing complex communication skills for ED and ICU physicians.

Implications for Research, Policy, or Practice. This study lays the groundwork for curriculum dissemination to a wider audience. It also suggests the PC community could champion the development of complex communications skills to other medical fields.

What's That Social Worker Doing? Results of a Nationwide Job Analysis of Hospice and Palliative Social Workers (FR461C)



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Objectives

- Describe the process of developing a job analysis survey.
- Name 4 categories of tasks for the hospice and palliative social worker.
- List three uses of the results of a job analysis.

Original Research Background. The role of the hospice and palliative social worker is often ambiguous and misunderstood by colleagues and fellow team members. Job descriptions vary and it is not unusual for social workers to be asked to write their own. One reason for this is the lack of clearly identified skills and tasks employed by these specialty social workers in their daily work. This paper reports the results of the first nationwide job analysis of hospice and palliative social workers.

Research Objectives. Develop an evidence-based description of the role of the hospice and palliative social worker.

Methods. An Advisory Committee (AC) of experience practitioners was formed to oversee the process. A task list was developed based on a thorough literature review, existing job descriptions, and syllabi and curricula

of courses. The AC reviewed and edited the task list and recommended demographic information to be collected. Participants were recruited through multiple websites, databases, and social media.

Results. Four-hundred eighty-two respondents submitted usable data. The sample was largely Caucasian (71.4%) and female (93.8%). Forty-six states were represented. The mean number of years in hospice or palliative care practice was 9 and most had Master's degrees (89.73%). Almost half (47.5) were hospice social workers while the others identified as either palliative (27.7%) or both hospice and palliative (14.4%). One-hundred forty tasks were identified as necessary to the role. The tasks were grouped into 4 major content areas: Assessment and Reevaluation; Planning and Intervention; Death, Grief and Bereavement; and Professionalism.

Conclusion. This job analysis provides a comprehensive list of the tasks required of the hospice and palliative social worker.

Implications for Research, Policy, or Practice. The results of this survey can be used to guide educational efforts to prepare social workers for this specialty practice, develop job descriptions, and evaluate competency. Findings will direct the development of the first certification exam for social workers in this specialty practice.

Online Palliative Nursing Education: The Results of a Creative Strategy to Educate all US Nursing Students in Primary Palliative Care (FR461D)



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Objectives

- Describe the national need for nursing education schools of nursing to prepare their students to provide primary palliative care.
- Describe the results of a 3-year grant-funded initiative to educate undergraduate nursing students.

Original Research Background. As the demand for palliative care exceeds the specialty resources, nurses must be educated to provide primary palliative care for those with uncomplicated palliative care needs. However, many schools of nursing are still not providing this education to their undergraduate nursing students.

Research Objectives. 1) To develop and implement an online curriculum to meet the 2016 American Association of Colleges of Nursing's (AACN's) palliative care