

Course: Palliative Care Elective MED 2120

Course Number: MED 2120

Department: Internal Medicine

Faculty Coordinator: Dr. Carla Khalaf- McStay & Dr. Zieanna Chang

Hospital: Clements University Hospital (CUH) & Parkland Memorial Hospital (either full block at one site or split 2 weeks at each site)

Periods Offered: All blocks except DECEMBER

Length: 4 weeks

Max # of Students: 1 student per site (if 2 students, both must split between sites)

First Day Contact: Dr. Carla Khalaf- McStay/Dr. Zieanna Chang

First Contact Time: 8 AM

First Day Location: CUH or Parkland Hospital (students will be notified with specific information prior to start date)

Prerequisites: This course should be taken at the end of the Clerkship Phase, after completion of IM Clerkship, or during the Post-Clerkship Phase of the curriculum.

I. Course Description:

The Palliative Care Elective is rigorous and encompasses a busy inpatient consult service which gives medical students an opportunity to become proficient in the concepts and principles of palliative care and to acquire the knowledge, skills and motivation necessary to do so. Students will learn about palliative and hospice care --- the history and philosophy, what services are provided, funding, and possible sites of care. Comprehensive training will be provided in pain and symptom management, as well as psychosocial and spiritual support of patients and families facing life-threatening illnesses. Students will understand the pharmacologic management of pain and common symptoms, particularly the appropriate use of opioid medications. The course will be graded pass, fail.

Elective expectations include:

- The student is required to provide patient care at the level of an intern under the direct supervision of attending faculty members or clinical fellows.
- The student will assess patients, develop and implement patient care plans. They will be specifically graded on their ability to manage patients, including the quality of written history and physical exams and progress notes as well as oral presentations. Additionally, students are expected to take ownership of their patients and demonstrate compassion and respect for them while also effectively communicating care plans to the patients and consulting services.
- Attendance at departmental teaching sessions and patient care conferences is mandatory.
- The student is required to demonstrate critical thinking and medical knowledge via a formal assessment method which may include an oral "Grand Rounds type" presentation and dissemination and discussion of critically reviewed literature while on rounds for discussion.
- The student will prepare and submit a case report of a patient that was seen during the month for publication.

Goals	Objectives	Assessment methods (<i>examples</i>)
Patient Care: Assessment and Management 1. <i>Students will demonstrate the knowledge, attitudes and skills necessary to perform appropriately focused and accurate histories and physical assessments and document the findings accurately in the health record.</i> 2. <i>Students will assist in development of evaluation and treatment plans, and take responsibility for implementation.</i> 3. <i>Students will develop procedural skills related to Palliative Care consults related to goals of care, managing complex symptoms, supporting and educating patients and families about end of life care.</i>	<ul style="list-style-type: none"> • Understand pathophysiology of end-of-life pain/symptoms • Understand pharmacologic management of end-of-life symptoms • Appropriate use of Opioids • Become familiar with end-of-life psychosocial issues <ul style="list-style-type: none"> • Learn about hospice care as related to palliative care 	<ul style="list-style-type: none"> • <i>Quality of Medical Records entries</i> • <i>Skills evaluation from direct observation.</i>

<p>Medical knowledge:</p> <ol style="list-style-type: none"> 1. <i>The Student will be able to explain Palliative Care Medicine and to facilitate meaningful conversation about goals of care for patients and their families under the direction of the primary team.</i> 2. <i>The student will know how to assess and manage common complaints related to managing complex symptoms, supporting and educating patients and families about end of life care.</i> 3. <i>The student will understand the pathophysiology of pain and symptoms common at the end of life (e.g., nausea, dyspnea, anxiety, and depression).</i> 		
<p>Interpersonal and communication skills: <i>The students will effectively exchange information with patients, families, consultants and the team, including nurses, faculty, residents and ancillary staff</i></p>		<ul style="list-style-type: none"> • <i>Observations of faculty and staff</i>
<p>Practice Based learning and Improvement: <i>Students will demonstrate the ability to assimilate scientific evidence and improve patient care practices.</i></p>		
<p>Professionalism: <i>Students must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.</i></p>		<ul style="list-style-type: none"> • <i>Observations of faculty and staff</i>

Systems based practice: <ol style="list-style-type: none"> 1. <i>Know how Palliative Care Consult Service fits into the larger system of health care.</i> 2. <i>Work with the team and patients to optimize use of system resources.</i> 		<ul style="list-style-type: none"> • <i>Observations of faculty and staff</i> • <i>Reflection essay</i>
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II. Methods of Instruction:

- A. Didactic: Attend weekly palliative care conference and medical grand rounds. Short didactic sessions provided on daily basis by faculty on topics applicable to patients seen that day.
- B. Clinical: Inpatient Consults with the Palliative Care service.

III. Overview of student responsibilities: See above.

IV. Method of evaluation of students and requirements: See Elective expectations listed above for evaluation of clinical performance. In addition, students are expected to be present at all scheduled teaching sessions, departmental meetings, etc. Students should inform the attending physician of any planned absences such as vacation, appointments or residency interviews. Unforeseen absences should be brought to the attention of the course contacts immediately and will be handled on a case-by-case basis and may necessitate making up for time away. Grades will be based on the quality of clinical work, presentations, professionalism, and attendance.