

**Rotation:  
Palliative Care Elective**

**Goals:**

Develop the knowledge base, skills, and attitudes necessary to effectively manage patients approaching end-of-life.

**Objectives:**

By the end of the Palliative Care Elective, PGY-1 residents are expected to expand and cultivate skills and knowledge learned during previous training and to achieve the following objectives based on the six general competencies. The resident should exhibit an increasing level of responsibility and independency as he or she progresses throughout the year.

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
Patient Care	<b>SPECIALTY SPECIFIC OBJECTIVES</b>			
	Assess the physical, psychological, social, and spiritual/existential causes of distress in patients with life-limiting diseases and their families and create management plans to address them.	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	Acquire practical strategies for introducing discussions of patient fears, hopes, goals, and wishes regarding care at the end-of-life, including use of life-sustaining technology, balancing hope and honesty in discussing treatment options, and dealing with the ethical issues that arise at the end-of-life.	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	Develop strategies for conducting discussions of difficult issues and working with patients who present challenging personality problems and families with complex family dynamics	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	List barriers to good end-of life care and approaches to improved service in diverse clinical settings, including the hospital, home, office, rehabilitation and chronic care facility, and nursing home	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	Apply advanced principles in managing pain and other disagreeable symptoms encountered by patients with a variety of common terminal diagnoses, and become familiar with the complex issue that have been elucidated regarding patient and family experiences of pain, their reports to clinicians, and their utilization of treatments	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	Develop skills in psychosocial and spiritual assessment and support for patients and families facing a terminal illness, including attention to young children	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	Assess and manage bereavement	Clinical/Bedside Teaching	ABIM Global Assessment Form	

	Discuss how cultural issues, including ethnic and racial factors, influence attitudes and practices in the face of death and dying for patients and their families	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	Describe the use of subacute facilities for dying persons and acquire the relevant clinical knowledge and skills.	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	Recognize the personal stresses in working with the dying and their families, and the sources of personal support.	Clinical/Bedside Teaching	ABIM Global Assessment Form	
Medical Knowledge	<b>SPECIALTY SPECIFIC OBJECTIVES</b>			
	Practice evidence-based palliative care utilizing the principle texts of palliative medicine and the growing journal literature on end-of-life care, and develop skills in critical evaluation of the current fund of knowledge.	Clinical/Bedside Teaching	ABIM Global Assessment Form	
Practice Based Learning and Improvement	<b>SPECIALTY SPECIFIC OBJECTIVES</b>			
	See General Internal Medicine Objectives for a comprehensive list.			
	Appreciate the special opportunities in consultative work of working with and teaching the entire health care team, addressing their particular concerns and learning needs in every palliative care consultation	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	Participate in a hospital-wide initiative to improve the assessment and management of pain in the setting of terminal illness, and thus become acquainted with educational research, systems interventions, operations improvement, and outcomes measures.	Clinical/Bedside Teaching	ABIM Global Assessment Form	
Interpersonal and Communication Skills	<b>SPECIALTY SPECIFIC OBJECTIVES</b>			
	See General Internal Medicine Objectives for a comprehensive list.			
	Enhance basic communication skills for end-of-life care, particularly delivering bad news, discussing patient values and goals, how to develop a comfortable, trusting relationship with patients and families in the face of considerable anxiety or denial, and principals of patient and family education	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	Work effectively with an interdisciplinary team: describe the role of the nurse, social worker, chaplain, bereavement coordinator, volunteers, and physician in such teams, and approaches to handling staff stress and conflict.	Clinical/Bedside Teaching	ABIM Global Assessment Form	
Professionalism	<b>SPECIALTY SPECIFIC OBJECTIVES</b>			
	See General Internal Medicine Objectives for a comprehensive list.			

	Develop an understanding of ethical principles and issues in end-of-life care, including contemporary approaches to advance care planning and substituted judgment and the debate over hastening death.	Clinical/Bedside Teaching	ABIM Global Assessment Form	
Systems-Based Practice	<b>SPECIALTY SPECIFIC OBJECTIVES</b>			
	See General Internal Medicine Objectives for a comprehensive list.			
	Gain practical knowledge of hospice and home care eligibility, services, and administration, and about the management of serious illness in the home	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	List and describe local and national organizations and programs directed toward enhancing end-of-life care	Clinical/Bedside Teaching	ABIM Global Assessment Form	

By the end of the Palliative Care Elective, PGY-2 residents are expected to expand and cultivate skills and knowledge learned during previous training and to achieve the following objectives based on the six general competencies. The resident should exhibit an increasing level of responsibility and independency as he or she progresses throughout the year.

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
Patient Care	<b>SPECIALTY SPECIFIC OBJECTIVES</b>			
	Assess the physical, psychological, social, and spiritual/existential causes of distress in patients with life-limiting diseases and their families and create management plans to address them.	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	Acquire practical strategies for introducing discussions of patient fears, hopes, goals, and wishes regarding care at the end-of-life, including use of life-sustaining technology, balancing hope and honesty in discussing treatment options, and dealing with the ethical issues that arise at the end-of-life.	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	Develop strategies for conducting discussions of difficult issues and working with patients who present challenging personality problems and families with complex family dynamics	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	List barriers to good end-of life care and approaches to improved service in diverse clinical settings, including the hospital, home, office, rehabilitation and chronic care facility, and nursing home	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	Apply advanced principles in managing pain and other disagreeable symptoms encountered by patients with a variety of common terminal diagnoses, and become familiar with the complex issue that have been elucidated regarding	Clinical/Bedside Teaching	ABIM Global Assessment Form	

	patient and family experiences of pain, their reports to clinicians, and their utilization of treatments			
	Develop skills in psychosocial and spiritual assessment and support for patients and families facing a terminal illness, including attention to young children	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	Assess and manage bereavement	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	Discuss how cultural issues, including ethnic and racial factors, influence attitudes and practices in the face of death and dying for patients and their families	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	Describe the use of subacute facilities for dying persons and acquire the relevant clinical knowledge and skills.	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	Recognize the personal stresses in working with the dying and their families, and the sources of personal support.	Clinical/Bedside Teaching	ABIM Global Assessment Form	
Medical Knowledge	<b>SPECIALTY SPECIFIC OBJECTIVES</b>			
	Practice evidence-based palliative care utilizing the principle texts of palliative medicine and the growing journal literature on end-of-life care, and develop skills in critical evaluation of the current fund of knowledge.	Clinical/Bedside Teaching	ABIM Global Assessment Form	
Practice Based Learning and Improvement	<b>SPECIALTY SPECIFIC OBJECTIVES</b>			
	See General Internal Medicine Objectives for a comprehensive list.			
	Appreciate the special opportunities in consultative work of working with and teaching the entire health care team, addressing their particular concerns and learning needs in every palliative care consultation	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	Participate in a hospital-wide initiative to improve the assessment and management of pain in the setting of terminal illness, and thus become acquainted with educational research, systems interventions, operations improvement, and outcomes measures.	Clinical/Bedside Teaching	ABIM Global Assessment Form	
Interpersonal and Communication Skills	<b>SPECIALTY SPECIFIC OBJECTIVES</b>			
	See General Internal Medicine Objectives for a comprehensive list.			
	Enhance basic communication skills for end-of-life care, particularly delivering bad news, discussing patient values and goals, how to develop a comfortable, trusting relationship with patients and families in the face of considerable anxiety or denial, and principals of patient and family education	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	Work effectively with an interdisciplinary team: describe the role of the nurse, social worker, chaplain, bereavement	Clinical/Bedside Teaching	ABIM Global Assessment Form	

	coordinator, volunteers, and physician in such teams, and approaches to handling staff stress and conflict.			
Professionalism	<b>SPECIALTY SPECIFIC OBJECTIVES</b>			
	See General Internal Medicine Objectives for a comprehensive list.			
	Develop an understanding of ethical principles and issues in end-of-life care, including contemporary approaches to advance care planning and substituted judgment and the debate over hastening death.	Clinical/Bedside Teaching	ABIM Global Assessment Form	
Systems-Based Practice	<b>SPECIALTY SPECIFIC OBJECTIVES</b>			
	See General Internal Medicine Objectives for a comprehensive list.			
	Gain practical knowledge of hospice and home care eligibility, services, and administration, and about the management of serious illness in the home	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	List and describe local and national organizations and programs directed toward enhancing end-of-life care	Clinical/Bedside Teaching	ABIM Global Assessment Form	

By the end of the Palliative Care Elective, PGY-3 residents are expected to expand and cultivate skills and knowledge learned during previous training and to achieve the following objectives based on the six general competencies. The resident should exhibit an increasing level of responsibility and independency as he or she progresses throughout the year.

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
Patient Care	<b>SPECIALTY SPECIFIC OBJECTIVES</b>			
	Assess the physical, psychological, social, and spiritual/existential causes of distress in patients with life-limiting diseases and their families and create management plans to address them.	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	Acquire practical strategies for introducing discussions of patient fears, hopes, goals, and wishes regarding care at the end-of-life, including use of life-sustaining technology, balancing hope and honesty in discussing treatment options, and dealing with the ethical issues that arise at the end-of-life.	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	Develop strategies for conducting discussions of difficult issues and working with patients who present challenging personality problems and families with complex family dynamics	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	List barriers to good end-of life care and approaches to improved service in diverse clinical settings, including the hospital, home, office, rehabilitation and chronic care	Clinical/Bedside Teaching	ABIM Global Assessment Form	

	facility, and nursing home			
	Apply advanced principles in managing pain and other disagreeable symptoms encountered by patients with a variety of common terminal diagnoses, and become familiar with the complex issue that have been elucidated regarding patient and family experiences of pain, their reports to clinicians, and their utilization of treatments	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	Develop skills in psychosocial and spiritual assessment and support for patients and families facing a terminal illness, including attention to young children	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	Assess and manage bereavement	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	Discuss how cultural issues, including ethnic and racial factors, influence attitudes and practices in the face of death and dying for patients and their families	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	Describe the use of subacute facilities for dying persons and acquire the relevant clinical knowledge and skills.	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	Recognize the personal stresses in working with the dying and their families, and the sources of personal support.	Clinical/Bedside Teaching	ABIM Global Assessment Form	
Medical Knowledge	<b>SPECIALTY SPECIFIC OBJECTIVES</b>			
	Practice evidence-based palliative care utilizing the principle texts of palliative medicine and the growing journal literature on end-of-life care, and develop skills in critical evaluation of the current fund of knowledge.	Clinical/Bedside Teaching	ABIM Global Assessment Form	
Practice Based Learning and Improvement	<b>SPECIALTY SPECIFIC OBJECTIVES</b>			
	See General Internal Medicine Objectives for a comprehensive list.			
	Appreciate the special opportunities in consultative work of working with and teaching the entire health care team, addressing their particular concerns and learning needs in every palliative care consultation	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	Participate in a hospital-wide initiative to improve the assessment and management of pain in the setting of terminal illness, and thus become acquainted with educational research, systems interventions, operations improvement, and outcomes measures.	Clinical/Bedside Teaching	ABIM Global Assessment Form	
Interpersonal and Communication Skills	<b>SPECIALTY SPECIFIC OBJECTIVES</b>			
	See General Internal Medicine Objectives for a comprehensive list.			
	Enhance basic communication skills for end-of-life care, particularly delivering bad news, discussing patient values and goals, how to develop a comfortable, trusting	Clinical/Bedside Teaching	ABIM Global Assessment Form	

	relationship with patients and families in the face of considerable anxiety or denial, and principals of patient and family education			
	Work effectively with an interdisciplinary team: describe the role of the nurse, social worker, chaplain, bereavement coordinator, volunteers, and physician in such teams, and approaches to handling staff stress and conflict.	Clinical/Bedside Teaching	ABIM Global Assessment Form	
Professionalism	<b>SPECIALTY SPECIFIC OBJECTIVES</b>			
	See General Internal Medicine Objectives for a comprehensive list.			
	Develop an understanding of ethical principles and issues in end-of-life care, including contemporary approaches to advance care planning and substituted judgment and the debate over hastening death.	Clinical/Bedside Teaching	ABIM Global Assessment Form	
Systems-Based Practice	<b>SPECIALTY SPECIFIC OBJECTIVES</b>			
	See General Internal Medicine Objectives for a comprehensive list.			
	Gain practical knowledge of hospice and home care eligibility, services, and administration, and about the management of serious illness in the home	Clinical/Bedside Teaching	ABIM Global Assessment Form	
	List and describe local and national organizations and programs directed toward enhancing end-of-life care	Clinical/Bedside Teaching	ABIM Global Assessment Form	

**Learning Venues:**

This rotation will be based in the palliative care unit and hospice at BMH-Memphis. In addition, the houseofficer will provide consults in palliative care to a variety of patients throughout the hospital. Dr. Arnel Pallera and his associates will directly supervise the resident. Teaching will occur on daily bedside rounds and regular conferences. A reading list will be provided.

**Competency Evaluation:**

ABIM Global Assessment Form - All six competencies must be rated as satisfactory or superior.

**Outcomes Assessment:**

Specific questions on the annual program survey of residents will be included on palliative care.