

End-of-Life Care and Pain Management

General description of the training including educational purpose, rationale or value:

A variety of venues are used for residents to learn about the care of patients with chronic pain or who require palliative care. Residents will complete a web-based module with a comprehensive curriculum in this area. Residents are also taught about these topics during their two rotations on the Cancer Center and during their hospice care components of the Ambulatory Block Rotation. Many of these topics are also reviewed during the bimonthly Ethics Seminars. Topics include chronic pain management, use of narcotics, alternative medicine, prevention and management of complications of chronic pain treatment, and medicolegal topics such as advanced directives, living wills, medical futility and determination of patient competency.

Resident responsibilities:

Residents are expected to attend required conferences at a 60% rate.

Educational Objectives: More extensive competency based evaluations are listed on the beginning of each web-based module.

PGY-1 resident will:

1. Complete the web-based modules in palliative care and end-of-life.
2. Pass all pre and post-tests for the web-based modules.
3. Assess chronic pain and initiate appropriate therapy.
4. Discuss the principles of chronic pain management.
5. Prevent and assess for complication of long-term pain and its therapy.

PGY-2 resident will:

1. Attend small group sessions on these topics during Cancer Center rotations.
2. Assess a patient's competency and understand the legal process of appointing guardianship through the courts.
3. Discuss alternative therapies for palliative care, e.g., acupuncture, phytomedicinals and spirituality.

PGY-3 resident will:

1. Attend small group sessions on these topics during Cancer Center rotations.
2. Discuss the Maryland State laws regarding medical futility, advanced directives and living wills.

Check all principle teaching methods used during this training:

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|-------------------------------------|--------------------------------------|-------------------------------------|---|
| <input type="checkbox"/> | Attending teaching rounds | <input checked="" type="checkbox"/> | Interdisciplinary rounds |
| <input checked="" type="checkbox"/> | Patient management discussions | <input checked="" type="checkbox"/> | Small group discussions |
| <input checked="" type="checkbox"/> | Conferences specific to the rotation | <input checked="" type="checkbox"/> | Bedside clinical rounds |
| <input type="checkbox"/> | Individual instruction of procedures | <input type="checkbox"/> | Review of diagnostic studies |
| <input type="checkbox"/> | Other: _____ | <input type="checkbox"/> | Review of diagnostic studies, including radiology |

Describe the most important educational content, including the mix of disease, patient characteristics, types of clinical encounters, procedures and services:

The topics included in this curriculum are listed above and include content medical, alternative and medicolegal areas. The didactic material is presented in a small group or conference format, while the clinical application is accomplished during rotations in the Cancer Center and Hospice components of the Ambulatory Block Rotations. Residents complete a pre-test to assess their knowledge of the evaluation and management of chronic pain.

Check the principal ancillary educational materials used:

- | | | | |
|-------------------------------------|-----------------------------|-------------------------------------|------------------------------|
| <input checked="" type="checkbox"/> | Reading lists | <input type="checkbox"/> | Pathologic material |
| <input type="checkbox"/> | Radiologic studies | <input type="checkbox"/> | Other noninvasive studies |
| <input checked="" type="checkbox"/> | Handouts on relevant topics | <input checked="" type="checkbox"/> | Articles from the literature |
| <input checked="" type="checkbox"/> | Other: web-based modules | <input type="checkbox"/> | Case studies |

Methods used to evaluate the residents and the rotation:

- Evaluation of residency performance
- Evaluation of attending teaching skills and other attributes
- Rotation assessment by resident
- Observation of resident's clinical competency
- Observation of resident's leadership and teaching skills
- Review of the resident's history/physical exam, progress notes and documentation of procedures in the chart
- Resident's attendance of rounds and conferences monitored
- Other: _____

Identify strengths and limitations specific to the resources of the sponsoring institution:

The bulk of the curriculum is presented by individuals who are expert in this field and are funded through educational grants to provide this curriculum for the residency training program. Residents have the opportunity to learn the material in a conference setting and apply it clinically through their rotations in the Cancer Center and at hospices in the community.

Conferences or attending/Patient Care Rounds:

- Ambulatory Care Seminars – 3-4/year
- Attending Rounds – daily during Cancer Center rotations