

## Palliative Care

### Learning Objectives:

Fellows will learn how to provide palliative care to patients with cancer and hematologic disorders. Fellows will progressively develop competence in:

- 1) Basic management of pain and symptoms in patients with cancer and hematologic disorders.
- 2) Choose opioids and dose appropriately, including switching between different types of opioids and different routes of administration (oral, parenteral).
- 3) Recognize non-pharmacologic pain management.
- 4) Diagnosis and basic management of depression and anxiety in patients with cancer and hematologic disorders.
- 5) Lead discussions with patients and their family members about prognosis, goals of treatment, and code status.
- 6) Discuss advanced directives.
- 7) Lead end-of-life discussions.
- 8) Document advance care planning.
- 9) Gain exposure to hospice and home care.
- 10) Interprofessional collaboration to exhibit excellent interpersonal and communication skills, professionalism, and hand-offs.

\*Note: The focus of Systems-Based Practice 1 (SBP-1) is the second line. Levels 1 and 2 can be mastered when the fellow learns the reporting system. The first line of SBP-1 is covered in another activity.

Patient Care 1: Accesses Data Sources to Synthesize Patient and Disease Specific Information Necessary for Clinical Assessment				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Accesses data and gathers a history standard for general internal medicine</p> <p>Performs a physical examination standard for general internal medicine</p>	<p>Gathers a disease-specific history, with assistance</p> <p>Performs a disease-specific physical examination, with assistance</p>	<p>Accesses data from multiple sources and collects disease-specific history, including psychosocial issues, from the patient and family members</p> <p>Completes a disease-specific physical examination</p>	<p>Consistently synthesizes data from multiple sources and collects a disease-specific history from the patient and family members</p> <p>Consistently completes a disease-specific physical examination</p>	<p>Role models gathering and synthesis of clinical information</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/></p>				

**Patient Care 3: Formulates the Management Plan**

Level 1	Level 2	Level 3	Level 4	Level 5
Formulates a management plan for patients without comorbidities, with assistance	Formulates a management plan using decision-support tools for patients without comorbidities	Formulates a management plan with consideration of disease and patient factors and enrollment in clinical trials	Consistently formulates management plans that include consideration of clinical trial enrollment and conforms to patient preferences and goals of care	Serves as an expert in formulating management plans
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/>            Not Yet Assessable <input type="checkbox"/></p>				

## Medical Knowledge 1: Palliative Management of Pain Symptoms

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Lists commonly available medications for pain and non-pain symptoms</p> <p>Lists non-pharmacologic interventions for pain and non-pain symptoms</p>	<p>Describes the indication for medications for pain or non-pain syndromes</p> <p>Describes the indication for non-pharmacologic interventions for pain or non-pain syndromes</p>	<p>Describes knowledge, mechanism of action, metabolism, adverse effects, interactions and conversions of medications for pain or non-pain syndromes</p> <p>Describes locally available non-pharmacologic interventions of pain</p>	<p>Demonstrates detailed knowledge of pharmacology of opioid and non-opioid analgesics and uses clinical reasoning skills to develop personalized interventions</p> <p>Demonstrates detailed knowledge of non-pharmacologic interventions</p>	<p>Serves as a subject matter expert</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p>				<p>Not Yet Completed Level 1 <input type="checkbox"/></p> <p>Not Yet Assessable <input type="checkbox"/></p>

## Medical Knowledge 2: Palliative Management of Non- Pain Symptoms

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Lists commonly available medications for non-pain symptoms</p> <p>Lists non-pharmacologic interventions for non-pain symptoms</p>	<p>Describes the indication for medications for non-pain syndromes</p> <p>Describes the indication for non-pharmacologic interventions for non-pain syndromes</p>	<p>Describes knowledge, mechanism of action, metabolism, adverse effects, interactions and conversions of medications for non-pain syndromes</p> <p>Describes locally available non-pharmacologic interventions of non-pain symptoms</p>	<p>Demonstrates detailed knowledge of pharmacology of medications for non-pain symptoms and uses clinical reasoning skills to develop personalized interventions</p> <p>Demonstrates detailed knowledge of non-pharmacologic interventions</p>	<p>Serves as a subject matter expert</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				<p>Not Yet Completed Level 1 <input type="checkbox"/></p> <p>Not Yet Assessable <input type="checkbox"/></p>

### Systems-Based Practice 1: Patient Safety

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of common patient safety events	Identifies system factors that lead to patient safety events	Participates in the analysis of patient safety events	Conducts analysis of patient safety events and offers error prevention strategies	Actively engages teams and processes to modify systems to prevent patient safety events
Demonstrates knowledge of how to report patient safety events	Reports patient safety events through institutional reporting systems (simulated or actual)	Participates in disclosure of patient safety events to patients and families (simulated or actual)	Leads disclosure of patient safety events to patients and families with documentation (simulated or actual)	Role models or mentors others in the disclosure of patient safety events

Comments:

Not Yet Completed Level 1

**Systems-Based Practice 3: System Navigation for Patient-Centered Care: Coordination and Transitions of Care**

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of care coordination	Coordinates care of patients in routine clinical situations effectively using the roles of their interprofessional teams	Coordinates care of patients in complex clinical situations effectively using the roles of their interprofessional teams	Role models effective coordination of patient-centered care among different disciplines and specialties	Analyzes the process of care coordination and leads in the design and implementation of improvements
Identifies key elements for safe and effective transitions of care and hand-offs	Performs safe and effective transitions of care/hand-offs in routine clinical situations	Performs safe and effective transitions of care/hand-offs in complex clinical situations	Role models and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems, including outpatient settings	Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

Not Yet Completed Level 1

**Professionalism 3: Fellow Well-Being**

Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes status of personal and professional well-being, with assistance	Independently recognizes status of personal and professional well-being	With assistance, proposes a plan to optimize personal and professional well-being	Independently develops a plan to optimize personal and professional well-being	Role models the continual ability to monitor and address personal and professional well-being  Advocates for institutional changes to support well-being

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**Comments:**

Not Yet Completed Level 1



## Interpersonal and Communication Skills 2: Interprofessional and Team Communication

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Uses respectful communication (verbal, non-verbal) with all members of the health care team</p> <p>Demonstrates openness to feedback</p>	<p>Communicates effectively within and across all health care teams</p> <p>Responsive to feedback</p>	<p>Adapts communication style within and across all health care teams to ensure mutual understanding</p> <p>Seeks and provides performance feedback</p>	<p>Coordinates recommendations from different members of the health care team to optimize patient care</p> <p>Uses feedback to improve own performance and provides actionable feedback to team members</p>	<p>Role models flexible communication strategies that solicits and values input from all health care team members, resolving conflict when needed</p> <p>Role models giving and receiving of feedback</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

### Interpersonal and Communication Skills 3: Communication within Health Care Systems

Level 1	Level 2	Level 3	Level 4	Level 5
Accurately records information in the patient record	Demonstrates organized diagnostic and medical reasoning through notes in the patient record	Documentation reflects level of complexity and severity of disease	Documentation reflects medical reasoning, patient preferences, and management recommendations and plans	Role models optimal documentation
Safeguards patient personal health information in communications	Appropriately selects forms of communication based on context	Communication includes key stakeholders	Achieves written or verbal communication that is exemplary	Guides departmental or institutional communication policies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				