



Educating Future Physicians
in Palliative and End-of-Life Care

Former les futurs médecins dans
les soins palliatifs et de fin de vie



CSPCP
Canadian Society of
Palliative Care Physicians

SCMSP
Société canadienne des
médecins de soins palliatifs

Proceedings

EFPPEC Symposium 2007
Making Change Happen
November 3, 2007
Toronto, Ontario

Speakers' PowerPoint presentations are found on the EFPPEC website.

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About EFPPEC

Educating Future Physicians in Palliative and End-of-Life Care (EFPPEC) strives to bring education in palliative and end-of-life care to all undergraduate medical students and clinical postgraduate trainees at Canada's seventeen Medical Schools so they will graduate with competencies in these areas by the year 2008. EFPPEC was established in early 2004 as part of national efforts to address the crucial need for appropriate education and training for all health professionals who are involved in providing palliative and end-of-life care.

Over the past decade, medical and other professional bodies, palliative care organizations and governments have called for action to address their concerns about the health human resource shortage in palliative and end-of-life care and inadequate palliative care education. A 2001 survey of Faculties of Medicine in Canada indicated concerns about the adequacy of training in end-of-life care and recommended increased clinical exposure, curriculum development, student assessment and evaluation, faculty development, and improved infrastructure. A 2002 meeting of palliative care experts and representatives from fourteen of the then sixteen Faculties of Medicine identified that university-level medical training in palliative and end-of-life care should pursue the goal of developing and integrating palliative care education into the various medical training programs, both undergraduate and postgraduate, so that all Canadian physicians would be capable of caring for end-of-life patients.

EFPPEC emerged from these concerns and recommendations as a joint project of the Association of Faculties of Medicine of Canada and the Canadian Hospice Palliative Care Association with funding from Health Canada.

History of EFPPEC Symposia

Each year, EFPPEC provides an educational symposium for palliative and end-of-life care educators. Each Symposium was designed to provide opportunities for participants from all across Canada to share their ideas and information about curriculum development and educational research for health professional education in palliative and end-of-life care. The Symposia are interprofessional and provided in a bilingual format with simultaneous interpretation.

EFPPEC Symposium 2005, held April 28-30, 2005 in Saskatoon, Saskatchewan, was attended by over 70 educators and was a resounding success with excellent ideas emerging both during the event and in the follow-up survey. The objectives of Symposium 2005 were to develop opinion leaders, enhance networks of palliative and end-of-life care educators, and facilitate curriculum and faculty development.

Partnerships for Improving Palliative and End-of-Life Care Education held April 28-30, 2006 in London, Ontario was attended by over 80 educators in palliative and end-of-life care and was also a great success. The objectives of Symposium 2006 were to bring

together an interprofessional group to discuss education in palliative and end-of-life care; enhance interprofessional and discipline-specific networking among educators; develop interest groups/networks in end-of-life care curriculum development and educational research; provide faculty development and give interprofessional educators an opportunity to present programs and ideas in palliative and end-of-life care education.

Objectives of Symposium: Making Change Happen

Education Symposium in Palliative and End of Life Care: *Making Change Happen* took place November 3, 2007 in Toronto, Ontario. This year the Symposium was presented in partnership with the Canadian Society of Palliative Care Physicians (CSPCP).

With approximately 120 participants from across disciplines, the symposium provided an excellent opportunity for participants to share their ideas about education in palliative and end-of-life care. The objectives of the Symposium were to:

- bring together an interprofessional group to discuss education in palliative and end-of-life care;
- discuss examples of new PEOLC education programs in all the professions;
- discuss distributed learning;
- enhance interprofessional and discipline-specific networking among educators;
- engage a range of professionals in discussions regarding planning for the future of interprofessional education in Canada; and
- examine the options for sustainability of educating future professionals in palliative and end-of-life care.

Symposium Agenda

0745-0830h Breakfast and Registration

0830-0845h Welcome and Program Description

Dr. Larry Librach

0845-1015h Session 1

Interprofessional Education: The Teaching of Psychosocial
Issues and Suffering in PEOLC Education

Mary Lou Kelley, Pippa Hall, Kathy Kortés-Miller, Maryse Bouvette

1015-1030h Break

1030-1200h Session 2

Distributed Learning

Anita Singh, Chi-Ming Chow, Tamara Bahr

1200-1330h Lunch

Canadian Society of Palliative Care Physicians Annual
General Meeting

Roundtable Meeting of Nursing Educators

Roundtable Meeting of Social Work Educators

1330-1630h Session 3

A Vision of the Future: Sustaining a National Effort in Health
Care Professional End of Life Care Education

Facilitated Session, Sharon Baxter

1630-1700h Final review of the day and closing remarks

Dr. Larry Librach

Symposium Overview

Welcome

Dr. Larry Librach, Physician Leader of the Educating Future Physicians in Palliative and End-of-Life Care (EFPPEC) Project welcomed participants to the Symposium. Dr. Librach spent a few minutes focusing on the main theme of this Symposium: inter-professional activity and collaboration. One of the benefits of this symposium is the opportunity to network with a large group of professionals involved in palliative and end-of-life care. Dr. Librach wished everyone an enjoyable day and encouraged everyone to participate to the fullest.

Session 1

Interprofessional Education: The Teaching of Psychosocial Issues and Suffering in PEOLC Education

Mary Lou Kelley, Pippa Hall, Kathy Kortez-Miller and Maryse Bouvette

The purpose of this opening session was to:

- examine at the principles and value of interprofessional palliative care education; and
- build on this information by providing interactive examples of ways to teach psychosocial care in an interprofessional way.

Mary Lou Kelley opened the session by guiding the symposium participants through a power point presentation. This was followed by 3 interactive exercises. Kathy Kortez-Miller led the Symposium participants through a case exercise provided by the Northern Ontario School of Medicine. This was followed by Maryse Bouvette guiding participants through a 'build a case' teaching tool. This exercise is typically used as a teaching tool based on clinical experience. Participants were given time to work through some of the steps outlined in the exercise. Pippa Hall then led the participants through a case exercise from the University of Ottawa.

(See www.efppec.ca for PowerPoint presentation)

Session 2

Distributed Learning

Anita Singh, Chi-Ming Chow, Tamara Bahr

The objectives of this session were to:

- define and describe the components of Distributed Learning;
- describe the current evidence for the efficacy of Distributed Learning;
- demonstrate some different mediums for delivering educational material;
- review the challenges and limitations of distributed learning; and
- look at opportunities in your own universities for distributed learning and for collaboration.

Anita Singh began by introducing the concept of Distributed Learning and its advantages. Tamara Bahr discussed the 7 Principles of Pedagogy and their application. Participants were encouraged to actively participate while examples were shown. Chi-Ming Chow continued the presentation by introducing the six-year trends in the evaluation outcomes of Slice of Life Presentations (2001-2006) using the Kirkpatrick's Model for Summative Evaluation. The objective in this study was to retrospectively classify the presentations and identify the trends in the evaluation outcomes of three-learning projects presented over the past six years (2001-2006) using the modified Kirkpatrick's levels of evaluation. Each of the four levels were introduced prior to describing the results from the evaluation. (See www.efppec.ca for PowerPoint presentation)

Afternoon Workshop: A Vision of the Future: Sustaining a National Effort in Health Care Professional End of Life Care Education

The third annual EFPPEC Symposium included a facilitated session to address the issues of sustainability of interprofessional education in palliative and end-of-life care in Canada. The objectives of this afternoon workshop were to:

1. Describe successes of EFPPEC and the remaining challenges.
2. Examine the possibilities for other professions.
3. Examine the options for sustainability of EFPPEC.
4. Discuss the role of CHPCA and others in maintaining the educational effort.

This session was attended by the interprofessional local team members from the 17 university programs working with EFPPEC, and by representatives of the Canadian Association of Schools of Nursing (CASN), the Canadian Pharmacists Association (CPhA), the Canadian Association of Schools of Social Work (CASSW), the Canadian Physiotherapy Association (CPA), the College of Family Physicians of Canada (CFPC), and the Royal College of Physicians and Surgeons of Canada (RCPSC). (Participants list attached).

The afternoon began with updates from CASN, CPA, CPhA, and CASSW regarding their activities in palliative and end-of-life care education.

Following these presentations, Sharon Baxter, Canadian Hospice Palliative Care, facilitated roundtable and plenary discussions addressing the following topics:

1. What are the options to sustain the efforts of the EFPPEC Project?
2. How do all professions involved in palliative care make use of the groundwork laid by EFPPEC and enhance the interprofessional nature of PEOLC education?
3. Who should take the lead and who should partner for any future efforts?

Louise Hanvey, Project Manager, Educating Future Physicians in Palliative and End-of-Life Care, summarized the afternoon's discussions by identifying the common themes and the innovative ideas for moving forward.

Overall, the group saw a significant need to continue a national initiative in interprofessional education in palliative and end-of-life care. They were enthusiastic about participating in working together on a national scale. They identified that it was important not to lose the momentum that was begun by the EFPPEC Project. They saw that there was still a great deal of work to be done.

There were a common themes identified for moving forward. They are as follows.

1. The group stressed that the initiative needed to be truly interprofessional – it has to be known for that. There needs to be broad based buy-in – EFPPEC has begun that process and this workshop has moved it along. Some participants saw a need to become “a social movement”.
2. There was discussion regarding what such an initiative should be called. There was a sense that the EFPPEC brand is associated with medicine and that perhaps a new brand would be more inclusive. Many participants stressed the importance of developing a framework for palliative and end-of-life care education – based on competencies. Therefore the name – National Framework for Interprofessional Education in Palliative and End-of-Life Care – was suggested.
3. The participants stressed that it is very important to integrate and create linkages between three groups – licensing/accrediting bodies; the schools/faculties; and practicing professionals. The group stressed that it is important to create and sustain mechanisms that integrate academic organizations – they identified that EFPPEC did accomplish that and it needed to be broadened and sustained.
4. The discussion identified that it is critical to develop accreditation standards across all accrediting bodies. There needs to be a process to engage all of the accrediting bodies to enable them to work together and to ensure that palliative care competencies are part of their standards.
5. The group stressed that it is critical to build on the development of common competencies. One of the main focuses of the work going forward is building on the competencies, developing discipline specific competencies and integrating them into curriculum, licensing and accreditation.
6. The participants saw a need to strengthen provincial networks of palliative care to make them more interprofessional. Then these provincial networks could share resources on a Pan-Canadian level. They felt it was important to build on local work – particularly the Local Teams that are already established.

7. There was a need identified for a national resource repository in palliative and end-of-life care education. EFPPEC has begun that process.
8. The group was asked to identify: What are the resources we have now? Who are the organizations? Who are the national leaders? They agreed that the Canadian Hospice Palliative Care Association (CHPCA) has national leadership; has a history of facilitating groups to work together; and is seen as an “honest broker” – thus is a likely choice.

Storefront Displays

This year for the first time, EFPPEC Local Teams were invited to participate in producing and manning a Storefront Display. The storefronts were an opportunity for local teams to show what their university has achieved in palliative and end of life care education. It was also a chance to exchange information with others.

The storefront displays included resources, summaries of programs, and any other relevant information the Local Teams wished to share. Posters described the team’s progress to date in palliative and end-of-life care education at the undergraduate and postgraduate level. They also described experiences in programs, faculties or projects that have examined education or curricula.

The list of participating Storefront Displays includes:

- McMaster University, Dr. Denise Marshall, Dr. Alan Taniguchi, Dr. Anne Boyle
- Queens University, Dr. Joshua Shadd, Dr. Cori Schroder
- University of Alberta, Paediatric Palliative Care Program, Dr. Dawn Davies
- University of Alberta, Palliative Medicine Program, Dr. Doreen Oneschuk
- University of British Columbia, Dr. Pippa Hawley
- University of Calgary, Dr. Avis Boyar
- Université Laval, Dr. Lucie Baillargeon
- University of Ottawa, Dr. Pippa Hall, Beckie Tingley, Maryse Bouvette
- University of Toronto, Dr. Albert J. Kirshen, Dr. Anita Singh
- University of Western Ontario, Dr. Valerie Schulz, Teresa Chan

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Educating Future Physicians in Palliative and End-of-Life Care and
the Canadian Society of Palliative Care Physicians
November 3, 2007
The Westin Harbour Castle

Symposium Evaluation Report

This report is based on 25 completed evaluation forms.

1. How well did we meet our objectives?

	1 (Not at all)	2	3	4	5 (Excellent)	Average
1. Discuss interprofessional education in end of life care.	0	0	1	9	14	95.8 % 4.5
2. Discuss examples of new PEOLC education programs in all the professions.	1	0	3	11	8	82.6 % 4.3
3. Discuss distributed learning.	0	0	2	10	10	90.9 % 4.4
4. Enhance interprofessional and discipline-specific networking among educators and engage a range of professionals in discussions regarding planning for the future of interprofessional education in Canada.	0	0	3	14	7	87.5 % 4.2
5. Examine the options for sustainability of educating future professionals in palliative and end-of-life care.	0	0	1	12	11	95.8 % 4.4

Session 1**Interprofessional Education: The Teaching of Psychosocial Issues and Suffering in PEOLC Education***Mary Lou Kelley, Pippa Hall, Kathy Kortés-Miller and Maryse Bouvette*

	1 (Poor)	2	3	4	5 (Excellent)	Average
1. Content	0	1	0	5	16	95.4 % 4.6
2. AV	0	1	0	6	15	95.4 % 4.6
3. Opportunity for Discussion	0	1	2	8	11	86.4 % 4.3
4. Overall	0	0	0	9	11	100 % 4.6

Comments

- Needed more time for presentation of group stuff.
- Not enough time to discuss! Was not enough time to actually get into a switched role. Instructions verbal only, don't work well for us visual learners – please put on screen or on paper.
- The 1st experiential exercise was way too brief, and didn't feel effective. The 2nd and 3rd really caught the flavour of the tools and were very effectively facilitated.
- Good examples but felt like we tried to do too much.
- Dr Pippa Hall is an innovator!
- Too short for each exercise – would have liked to go further.
- Temps restreint mais illustre bien la nécessité d 'tension' pour faire face à un problème.
- Very good introductory presentation. Loved the ability to work as a group.
- 'Build a case' example was not clearly explained. Interprofessional ex professions should have been written.
- Should have picked only two activities. Too rushed to do 3 in 15 min each.
- A little bit more time for each activity.

Session 2**Distributed Learning***Anita Singh, Chi-Ming Chow and Tamara Bahr*

	1 (Poor)	2	3	4	5 (Excellent)	Average
1. Content	0	0	3	11	9	82.6 % 4.3
2. AV	0	1	4	9	10	79.1 % 4.2
3. Opportunity for Discussion	0	1	5	13	5	75.0 % 3.9
4. Overall	0	0	3	16	5	79.2 % 4.1

Comments

- Screen not visible.
- Too fast, too much content trying to go through all of the websites etc.
- Collate comments and distribute to attendees after symposium. Provide presentation via email attachment. Font quite small on many slides. At times AV was good, ie. Anita filled in module 1 to

Appendix A

show how the site actually worked rather than just talk about it. This could have been done more frequently or more quickly while the ‘talking’ was going on. Take a deeper look at the sites and tools as was done with the e-portfolio.

- Use screen shots at websites instead of jumping in and out of sites. I wish you had addressed deciding what objectives are appropriate to be addressed in distributed formats.
- Thanks for showing examples of links to topic.
- We would have benefited if we had a hard copy of the presentation.
- It was too fast to deeply understanding the appreciation of each aspects of the tools.
- Too much content for time.
- Interesting but not entirely relevant to how I am teaching now, nor how I will be teaching in near future. However, good food for thought for future.
- Good examples of online learning program. Clearer instructions for the tasks would be good for participants.
- Not enough groundings to current practice with ideas across the spectrum not just U of T/Hi Tech.

Lunch – Roundtable Meetings

Roundtable Meeting of Nursing Educators

	1 (Poor)	2	3	4	5 (Excellent)	Average
1. Content	1	0	1	1	1	50.0 % 3.2
2. Opportunity for Discussion	2	0	0	0	2	50.0 % 3.0
3. Overall	1	0	1	1	1	50.0 % 3.2

Comments

- No specific agenda but lots of table networking.
- They needed to be facilitated. This did not happen but we did network informally.
- Didn't happen.
- No direction or content to discuss, no facilitator – should we have an association of Nursing PC Educators a “community of practice”

Roundtable Meeting of Social Work Educators

	1 (Poor)	2	3	4	5 (Excellent)	Average
1. Content	0	0	1	0	0	0.0 % 3.0
3. Opportunity for Discussion	1	0	0	0	1	50.0 % 3.0
4. Overall	0	0	1	0	1	50.0 % 4.0

Session 3**A vision of the Future: Sustaining a National Effort in Health Care Professional End of Life Care Education**

	1 (Poor)	2	3	4	5 (Excellent)	Average
Content	0	0	2	11	11	91.6 % 4.4
Opportunity for Discussion	0	0	1	3	19	95.6 % 4.8
Overall	0	0	1	7	15	95.7 % 4.6

Comments

- Session with no overheads are tough for us visual learners.
- Good use of technology during summary session.
- Well facilitated.
- New thoughts were born with great promise for the future.
- Go forward.
- It was great to have time allotted for us to be listened to on this issue.

Was the Symposium program credible and free of commercial bias?

Yes - 100 % No – 0 %

Facility – The Westin Harbour Castle Evaluation

	1 (Poor)	2	3	4	5 (Excellent)	Average
Overall	0	0	0	7	17	100.0 % 4.7

Simultaneous French / English Interpretation Evaluation

	1 (Poor)	2	3	4	5 (Excellent)	Average
Overall	0	0	3	1	3	57.1 % 4.0

Overall Evaluation of Symposium

	1 (Poor)	2	3	4	5 (Excellent)	Average
Overall	0	0	0	13	11	100.0 % 4.5

General Comments:

- Screen not accessible to all. Session 2 – no notes, couldn't access or write down website quickly enough. Session 1 – not enough time to work 3 sessions.
- Re facility –the set-up at lunch, the food tables could have easily been set-up to facilitate a faster flow from the room, on both sides of the table and out into lobbies. A book sale table would add an interesting element. A very well run day, Congratulations!
- Excellent forum to exchange ideas and updates. Round tables really facilitate exchanges – Thank you! I enjoy the interprofessional approach and needs to be strengthened.
- Did not use simultaneous interpretation but pleased we had it available. Keep as a common theme at National Meetings (pre conference).
- It should happen more often!
- Super – best Symposium this far!
- There are exciting possibilities for the future.
- Interesting, nice, people, but I'm not sure exercises advanced us too far in concrete strategies to evolve interprofessional education in pall care and EOL care further.