

End of Life Curriculum Objectives

Medical Knowledge

- Identify common signs of the dying process.
- Demonstrate knowledge of the clinical use of both pharmacological and non-pharmacological approaches to palliate common non-pain symptoms at the end of life, including nausea and vomiting, constipation, dyspnea and delirium.
- Summarize the pathophysiology of pain and distinguish nociceptive from neuropathic pain syndromes.
- Demonstrate knowledge of key principles of pain management with nonopioids and opioids, including equianalgesic dosing, common side effects, dependence, tolerance, and addiction

Patient Care

- Participate in the development of a management plan for patients when cure is no longer a rational goal
- Effectively evaluate and manage common physical symptoms encountered at the end of life
- Explore patient and family understanding of illness, concerns, goals, and values that inform the plan of care
- Identify psychosocial and spiritual distress in patients and families facing serious illness

Interpersonal and Communication Skills

- Demonstrate patient-centered communication skills and strategies when giving bad news
Demonstrate patient-centered communication skills and strategies when discussing goals of care,
- Demonstrates basic approaches to handling emotion in patients and families facing serious illness
- Describe the communication tasks of a physician when a patient dies, such as family notification and request for autopsy.

Professionalism

- Demonstrate understanding of ethical principles that inform decision making in serious illness, including the right to forgo or withdraw life-sustaining treatment and the rationale for obtaining a surrogate decision maker.
- Demonstrate sensitivity to patients' and families' cultural and religious values, beliefs, and practices related to serious illness and end-of-life care

- Demonstrate professional behavior by completing all vertical curricular requirements, including course evaluations, in a timely manner.
- Demonstrate professional behavior by responding to direct communication from the vertical curriculum Director or Coordinator in a timely fashion, particularly in circumstances related to academic performance.
- Demonstrate professional and ethical behavior by honestly completing examinations associated with the vertical curriculum without attempting to seek advantage by unfair means, and by reporting unethical behavior of peers to clerkship administration.

Systems Based Practice

- Demonstrate knowledge of the philosophy of hospice and the services provided by a hospice program
- Define the philosophy and role of palliative care and differentiate hospice from palliative care.

Interprofessional Collaboration

- Describe the roles of members of an interdisciplinary palliative care team, including nurses, social workers, and chaplains

Personal and Professional Development

- Reflect on personal emotional reactions around patients' death and loss
- Identify and use resources to develop personal strategies to cope with death and loss