

## ATTRIBUTES OF THE PROGRAM

- ◆ Centrally-driven, mandatory, integrated, flexible, multimodal, and portable
- ◆ Uses best clinical practices and evidence-based guidelines
- ◆ Integrates technical, scientific, and humanistic qualities into holistic care of the cancer patient
- ◆ Includes learning experiences that promote collaborative learning, teamwork and broadened interdisciplinary awareness
- ◆ Integrates interdisciplinary team approaches in both learning and practice of palliative care
- ◆ Combines innovative, as well as proven, learning modalities and technologies
- ◆ Utilizes the principles of adult learning



The curriculum is driven by the eight Core Competencies based on the National Consensus Project for Quality Palliative Care "Clinical Guidelines for Quality Palliative Care." Communication and cross-functional team competencies are central and critical to effective interdisciplinary care.



Interdisciplinary Program for Palliative Care  
and

Chronic Illness, IPPCCI  
511 South Floyd Street  
MDR Building/Suite 110  
University of Louisville  
Louisville, KY 40202

[www.louisville.edu/palliativecare](http://www.louisville.edu/palliativecare)

502-852-3247

[carol.jones@louisville.edu](mailto:carol.jones@louisville.edu)

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Mark Pfeifer, PI

# iCOPE

## Interdisciplinary Curriculum for Oncology Palliative Care Education



UNIVERSITY OF  
**LOUISVILLE**

## What is iCOPE?

The Interdisciplinary Curriculum for Oncology Palliative Care Education is a project to develop and evaluate an interdisciplinary, mandatory curriculum for medical, nursing, social work and chaplaincy students. This initiative is the first interprofessional education program of its kind in the United States

## Why Interprofessional Education?

The Institute of Medicine's 2003 report *Health Professions Education: A Bridge to Quality* notes the fundamental flaws of teaching practitioners in separately housed professional schools and lists working in interdisciplinary teams as one of five core competencies all health care clinicians should possess. The IOM report calls for health professionals to be educated in an interdisciplinary manner to prepare them for real world team environments in which they will participate upon entering the field.

## Why Palliative Care?

According to the World Health Organization (WHO), cancer is the leading cause of death worldwide. WHO reports that palliative care is an "urgent humanitarian need for people worldwide with cancer and other chronic fatal diseases". Relief from physical, psychosocial and spiritual problems can be achieved in over 90% of advanced cancer patients through palliative care (WHO, 2012).

## What are the activities in the curriculum?

**After this experience the learner will be able to apply general principles of interdisciplinary palliative care in any practice setting. The learning activities include:**

### Didactic Modules

Students will complete online case-based modules designed to teach core concepts of palliative care. Topics include: roles of the various team members, palliative care structure and processes, pain and symptom management, communication, grief and loss, spiritual dimensions of care, social and cultural care, and ethics. Learning modules were created in an interactive software program which links to videos, websites and activities.

### Interdisciplinary Case Management Experience

Students from all four disciplines will meet together to evaluate and manage a case, develop an interdisciplinary care plan, share documentation, and resolve common palliative care issues.

### Clinical Rotation and Reflective Writing Exercise

Students will have a clinical experience in an interdisciplinary palliative care setting. They will write a reflective paper on their observations. Students will share their reflective writings in small, faculty-facilitated groups.

## The Development of an Interdisciplinary Oncology Palliative Care Curriculum

National Institute of Health/National Cancer Institute

Awarded September 2010

\$1.5 Million

### Overall Aim

To design, implement and evaluate an innovative, integrated, and interdisciplinary oncology palliative care curriculum for medical, nursing, social work and chaplaincy students.

### Goals

- ◆ To design an innovative, truly interdisciplinary palliative care curriculum for medicine, nursing, chaplaincy and social work
- ◆ To implement and evaluate the effectiveness of the curriculum, learner outcomes, and long term impact

