

Council on Teaching

To whom it may concern:

I would like to thank the Council on Teaching for the Teaching in Higher Education Award. With this award, I was able to attend the Innovations in Medical Education Conference sponsored by the Department of Medical Education and the Office of Continuing Medical Education, Keck School of Medicine of the University of Southern California which took place February 23-24, 2018. The conference is intended for medical educators seeking to discuss, assess, and report on educational innovations within health professions education. I was able to join a growing community of educators, leaders, scholars, and learners working together to promote change in health professions education.

I shared what I learned at this conference at our Division meeting held on April, 11th 2018. I also developed and implemented a mandatory Palliative Care communication workshop for all of our internal medicine residents held weekly April 12th through May 10th, 2018. The workshop successfully increased internal medicine residents' confidence in having difficult discussions. The findings from this educational innovation was submitted for presentation at the 2019 AAHPM (Academy of Hospice and Palliative Medicine) Annual Assembly pending acceptance. The abstract is provided on the attached page.

Thank you so very much for all of your invaluable assistance.

Sincerely,



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Improving Goals of Care Discussion: Innovative Training for Internal Medicine Residents

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Objectives:

- Describe the development, implementation and impact of a communication workshop for internal medicine trainees focused on goals of care and code status discussions.
- Recognize that brief educational interventions can improve palliative care communication skills

Background: Palliative care communication skills are applicable to all physicians regardless of specialty. All internists need to understand and develop skills to facilitate conversations that ascertain patient preferences regarding life-sustaining therapies and goals of care (GOC), particularly in the context of serious illness. Internal medicine and palliative care educators both recognize the need to further develop curriculum structures that address these communication skills. This project will assess an initiative focused on enhancing these skills.

Methods:

The learners consisted of internal medicine residents (n=67) at the University of Iowa during the 2017-2018 academic year. We developed and implemented a 100 minute interactive GOC communication workshop to introduce learners to the knowledge and skills of negotiating GOC and code status (CD). Multiple teaching strategies were used including pre-assigned reading material, video clips demonstrating effective GOC discussion, didactics, and facilitated role-playing led by interdisciplinary faculty. The evaluation included: 1) a standard session evaluation survey to examine learner reaction to the training; and 2) a retrospective pre/post self-assessment survey on confidence in discussing GOC.

Results: 31 residents completed the survey. Analysis of paired evaluations showed significant improvements in residents' confidence in conducting 1) GOC discussions (p=0.0012); 2) CD discussion (p=0.03) and 3) end-of-life discussions (p=0.01). 87% found the curriculum to be useful; 97% reported that palliative care training is essential.

Conclusion: The GOC communication workshop was successfully implemented and increased internal medicine residents' confidence in having difficult discussions. We need to further implement such curriculum in other residency-training programs. Further research is needed to understand the amount of training required to help learners skillfully incorporate GOC into their discussions with patients.