



# Education and Training For Pediatric Palliative Care

The Forum for Pediatric Palliative Care

Minneapolis, MN

June 15, 2007

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Delivering Next Generation Care



## Current State of Affairs

- Literature states that most learn by “trial and error”
- Little, if any, course content on pediatric pain management, palliative care, or end of life care in professional training across disciplines
- Is “Watch one, do one, teach one...” OK with us?



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## Curricula: The Big 3



- Initiative for Pediatric Palliative Care (IPPC)
- NHPCO's ChiPPS
- ELNEC-Peds



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## Training Formats

- One or two day local/ regional workshops
- National Conferences
- IPPC Retreats
- Training workshop series (CIPC Model)
- Web based training, e.g.: Mount Ida Series
- Harvard Palliative Care Intensive Course
- Some College / University Courses



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## MD Fellowships

- **Boston**
  - MSW fellowship also
  
- **Akron**
  
- **Several more in development**



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## Needs...



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### **Interdisciplinary training :**

- Integral to palliative care
- Supports effective team development
- Capacity building for *Intra-disciplinary* care



## Needs...

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### **Clinical Intervention Training**

- Pain and Symptom Management
- Practicum and mentorship opportunities
- Consultation and support to follow up training
- Communication: Sharing bad news, making complex decisions, etc.
- Ethical Issues
- Flexible models to address diverse skill sets at point of need





## Needs...

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### Program Development Training

- **Systems effectiveness training:** *working effectively within complex health care systems, and across organizational boundaries*
- **Advocacy and collaborative practice**



## Needs...



- **Networks for Care:** *working across organizations and rural outreach*
- **Building the “Web”:** *developing training, support, resources for providers*
- **Outreach to practicing professionals:** *expanding skill sets and capacities*
- **Outreach to practicing professionals in rural or semi-rural areas:** *implications for access*





## Needs...



- **Baseline standards for education and training:** *how do we know when we have accomplished an acceptable level of training to be capable in practice?*
- **Benchmarks**
- **Define essential components of a curriculum**
- **Continuing education plans and models**
- **Academic education and training**
- **Informed by family perspectives and input**



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## Questions

- **Broadly, what are the essential components of a comprehensive training curriculum?**
- **What are creative solutions for approaching diverse needs?**
- **What are the continuing education needs of experienced practitioners?**
- **How do we create plans for education and training in this rapidly expanding field?**



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## Family Centered Care

**Creating education, training and support strategies that ensure**

- **Continuity of care across settings and over time**
- **Integration of medical, social, and academic services**
- **Access**
- **Moving clinical practice forward**



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## EPEC Peds Project



- **Background**
- **Opportunities and Possibilities**
- **What does the Field want?**
- **Plans**



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## Children's – St. Paul



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