



Interprofessional Education in Palliative and End-of-Life Care for Oncology (iEPEC-O)

COURSE SYLLABUS 2019

iEPEC-O development was led by:

Susan Blacker, MSW, RSW

Paul Daeninck, MD, MSc, FRCPC

Judy Simpson, RN, BN, MEd, CHPCN(C)

Course Offering: de Souza Institute

Course Format: eLearning

Contact Information: support@desouzainstitute.com

Registration: Required

A. COURSE DESCRIPTION

iEPEC-O is an online course adapted from *Education in Palliative and End-of-Life Care for Oncology (EPEC™-O)*, a well-known workshop based comprehensive curriculum originally developed by the U.S. National Cancer Institute in collaboration with the American Society for Clinical Oncology and the EPEC™ Project team. In 2009, it was tailored to the Canadian context by the EPEC-O Canada team whose work was made possible through financial contribution from Health Canada through the Canadian Partnership Against Cancer.

The vision of the iEPEC-O online course is to support all health care providers who care for people with cancer and other serious illnesses, and help in the delivery of high quality palliative and end-of life-care across Canada. The course builds on the strength of the existing workshop based curriculum and incorporates recommendations from “The Way Forward” report on person centred approaches. It enhances learning outcomes by leveraging online graphic illustration, interactive activities and audio-visual demonstration of core palliative care competencies.

iEPEC-O offers the following:

- Latest literature on the advances in palliative care
- Tools to support patients and their care givers
- Case studies demonstrating clinical application of the last guidelines and clinical pathway
- Best practice videos showcasing holistic palliative care approach based on the principles of interdisciplinary and person-centred care

Domain of Practice	Treatment and Delivery of Evidence Based Care
Learning Hours	35 hours
de Souza Credit	1 credit

This course promotes an interprofessional team based approach and is designed for any health professional caring for palliative and end of life care patients. The course has been designated as a University of Toronto Accredited event and awarded with the following credits:

- The College of Family Physicians of Canada – 17.0 Mainpro+ credits (for 17 modules)
- Royal College of Physicians & Surgeons of Canada – 17.0 Section 1 hours (for 17 modules)

B. COURSE OBJECTIVES

By the end of this course, participants will be able to:

- Describe a holistic approach addressing hospice palliative care needs;
- Demonstrate knowledge and skills in evidence-based symptom management and end-of-life care;
- Apply a person-centred approach involving the interprofessional team, patients and families in addressing challenges in palliative care and end of life care.

C. MODE OF LEARNING

Online learning, offered through the de Souza eLearning centre, will be the main mode of education in this course. The eLearning environment fosters a self-directed approach. Participants will determine a learning focus each week and progress through the modules at a convenient time, either at home or work. Technical support will be provided by de Souza Institute throughout the course.

- There will be two sections in this course:
 - **Part 1** will include 13 modules with content relevant to all health care professionals. Completion of all of Part 1 is required in order to receive course credit.
 - **Part 2** will include 4 elective modules. Participants can select any or all of the elective modules relevant to their clinical practice. Completion of Part 2 is **not** required in order to receive course credit.

D. MODES OF EVALUATION

As part of the evaluation process, participants are required to complete the following:

- **A baseline survey:** This survey assesses knowledge, attitude, confidence, and learning methods before the beginning of the eLearning modules for the course.
- **eLearning modules:** It is expected that participants will complete required activities and case studies within each module by the course end date.
- **Exam:** There will be an exam at the end of Part 1, testing knowledge across 13 modules. Participants must complete and obtain a minimum of 80% on this multiple choice exam.
 - Unit quizzes: Each elective module in Part 2 will have a module quiz. These quizzes are for self-evaluation purposes only, and **do not** contribute to your overall course grade.

- **Post evaluation:** At the end of the course, participants will be required to complete a post course evaluation. This will be completed through eLearning.

When you have successfully met all the above requirements, you will receive an email containing instructions on how to download your certificate of completion, and will receive credit towards obtaining your de Souza designation.

E. EXPECTATIONS FOR PARTICIPANTS

To be successful in completing this course, participants are encouraged to set aside 2 hours each week to complete each section as learning is primarily self-directed. The total learning hours for this course is 35 hours which includes exam preparation.

Course activity completion will be reflected in the gradebook. Participants will be expected to complete all required sections/ modules through the de Souza eLearning system.

F. COURSE TIMELINE

All sections/modules are to be completed within the 10 week course offering time period. We recommend following this schedule but you can proceed at your own pace and complete the modules in the order you wish.

The course is comprised of the following sections:

Section 1: Required Modules

Complete all 13 modules.

	Topic	Learning activities	Suggested allotment of time
Week 1	Module 1. Palliative Care in Canada	<ul style="list-style-type: none"> • Interactive learning activities: palliative care definition and visual models of integrated palliative care; clinical benefits of early integration of palliative care on outcomes • Knowledge check – create your action plan 	1 hour
	Module 2. Communicating Effectively	<ul style="list-style-type: none"> • Interactive learning activities: breaking bad news using the SPIKES protocol; guide to use the Teach Back method • Video: SPIKES demonstration • Knowledge check – answer questions related to the use of the SPIKES approach 	2 hours
Week 2	Module 3. Comprehensive Assessment	<ul style="list-style-type: none"> • Interactive learning activities: concepts of suffering; interactive patient screening; assessing symptoms using validated scale; assessing patients who are cognitively impaired • Video: comprehensive assessment demonstration • Knowledge check –answer questions: what are the best practice in comprehensive assessments 	2 hours

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	Topic	Learning activities	Suggested allotment of time
	Module 4. Negotiating Goals of Care & Advance Care Planning	<ul style="list-style-type: none"> Interactive initiating the goals of care conversation; helping patients refocusing their hope; language for goals of care; setting goals with substitute decision makers; advance care planning Knowledge check –create your action plan 	2 hours
Week 3	Module 5. Working with Families Part 1: Key Concepts	<ul style="list-style-type: none"> Interactive learning activities: family structure; stage in the patient's life cycle; socioeconomic factors; strength of coping and coping history Video: Meet the Jamieson family –wife; eldest son; youngest son; & Mr. Jamieson's health care team; What are the challenges Video: How to prepare for the family meeting Knowledge check – family as a system; assessing the family system and supporting family through end of life care 	2 hours
	Module 6. Working with Families Part 2: Conducting a Family Meeting	<ul style="list-style-type: none"> Interactive learning activities: how to conduct family meetings; barriers to success Video: the Jamieson family meeting Video: health care team debriefs Clinical Peals Knowledge check – prepare an action plan on how to overcome barriers and work with families 	2 hours
Week 4	Module 7. Introduction to Pain and Symptom Management	<ul style="list-style-type: none"> Interactive learning activities: characteristics of cancer pain, classification, taking a pain history, pain assessment and general approach to pain management Video: case study, meet Mr. Gonzalez. Pain assessment demonstration Knowledge check – how to assess compliance and address patient's concern on opioids addiction; when to refer for a specialist consultation 	2 hours
	Module 8. Withdrawing and Withholding Treatments	<ul style="list-style-type: none"> Interactive learning activities: Principles of withholding or withdrawing treatments; ethical and legal consideration; cultural and religious considerations; the role of interprofessional team Case study: the conversation with Dorothy Wilson Video: how to address the family's concern – that the patient will "starve to death" Knowledge check - reflective questions: what is inferred about family dynamics, what was well done, what was missing; how to foster a comfortable atmosphere 	2 hours
Week 5	Module 9. When Death is Near	<ul style="list-style-type: none"> Interactive learning activities: preparing for the last hours of life; decreasing levels of consciousness; terminal delirium; medications to manage symptom; when death occurs; pronouncing death; support for the family Case study: Meet Jennifer Parsons; physiological changes; second case study: notification of death Video: response to family's call reporting changes in patient's condition 	2 hours

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	Topic	Learning activities	Suggested allotment of time
		<ul style="list-style-type: none"> Knowledge check – predictable physiological and neurological changes when death is near; management principles when dying at home or in an institution 	
	Module 10. Conflict Resolution	<ul style="list-style-type: none"> Interactive learning activities: the root cause of conflict; resolving medical futility conflicts; misunderstanding in prognosis; challenges with substitute decision making; conflict within care team; seven step protocol to resolve conflict Case study: Mrs. Johnston and the request for mechanical ventilation Knowledge check – reflective questions: how should the interprofessional team balance their own concerns with those of the patient and family, and those of the health care system 	2 hours
Week 6	Module 11. Loss, Grief, and Bereavement – Part 1 introduction	<ul style="list-style-type: none"> Interactive learning activities: types of grief; culture difference; grief assessment: losses experienced by the person with a serious illness and their care-givers. Case study: George Smith – anticipatory grief of impending death Knowledge check – understanding various types of grief, risk factors and differentiating diagnosis from a major depressive episode. 	1 hour
	Module 12. Cultural and Spiritual Diversity	<ul style="list-style-type: none"> Interactive learning activities: cultural consideration in end of life care; spiritual and cultural beliefs; working with indigenous peoples in Canada; tools for culturally sensitive care; expectations and preparations when death is near in different cultures; using interpreters; health literacy; and person centred care Case study: Meet Mary from northern ON, a Cree– how best to provide care to a patient who is very afraid of chemotherapy Case study: Six month later, Mary needs palliative care in her home community – how to meet her care needs Knowledge check – how to assess care needs for patients from FNIM community, how to establish a therapeutic relationship; who else on the team should be involved; what are possible community resources 	1 hour
Week 7	Module 13. Work/Life Balance	<ul style="list-style-type: none"> Interactive learning activities: signs of burnout; compassion fatigue vs burnout vs depression; risk factors; self-assessments; preventive approaches Video: signs of burnout seen in Dr. F Knowledge check – barriers and strategies to manage increased work load, higher acuity of patients and maintain work life balance 	1 hour

	Topic	Learning activities	Suggested allotment of time
	<i>Review Modules 1-13 and Prepare for Part 1 Exam</i>		
Week 8	<i>Write Part 1 Exam</i>		

Section 2: Electives Modules

Week 9	Module 14. Depression and Anxiety	<ul style="list-style-type: none"> Interactive learning activities: pattern of depression and anxiety across cancer continuum; comprehensive assessment; focused assessment; suicidal ideation vs wish for medical assistance in dying vs desire for hastened death; diagnosing depression and anxiety in palliative patients; treatments of depression and anxiety Case study: Meet Bill Harrison Video: How to assess suicidal risk Knowledge check –determining depression and anxiety severity to identify care pathway; tailoring treatment to symptom profile in cancer patients 	2 hour
	Module 15. Pharmacological Management of Pain	<ul style="list-style-type: none"> Interactive learning activities: opioids – pharmacokinetics and pharmacodynamics; adverse effects; basic principles of prescribing opioids in palliative care; routes of administration; dosing calculation; universal precaution; patient and family education; targeted analgesics and complementary alternative care Case study 1: managing Mr. P’s constipation while on opioids; case study 2: managing Mr. P’s pain via subcutaneous route; case study 3: managing Mr. P’s adverse effects Knowledge check - multiple choice questions 	2 hour
	Module 16. Symptom Management: Delirium, Nausea/Vomiting, and Dyspnea	<ul style="list-style-type: none"> Interactive learning activities: pathophysiology, assessment, pharmacological and non-pharmacological management of delirium; nausea & vomiting; and dyspnea Case study 1: Gloria (delirium); Case study 2: Gloria (N&V); Case study 3: Gloria (dyspnea); Case study 4: managing multiple symptoms Knowledge check –choosing therapeutic interventions that has the greatest benefits and the least harm; using multi-purpose medications; using non pharmacological treatments and involving the family Knowledge check - multiple choice questions 	2 hour

	<p>Module 17</p> <p>Loss, Grief, and Bereavement - Part 2: Bereavement Care</p>	<ul style="list-style-type: none"> • Interactive learning activities: loss and grief after death; prolonged or complicated grief; assessment / management of complicated grief. • Case study 1: Anne Reynolds – applying dual process model in understanding her grief re: loss of her husband; Case study 2: Julie Friedman – Assess complicated and prolonged grief • Knowledge check – differentiate uncomplicated, and complicated grief. Identify specific supportive strategies for those with complicated grief. 	1 hour
Week 10	<p>Complete Part 2 elective modules quiz</p> <p><i>Participant Post Survey.</i></p>		

G. CONTENT EXPERTS BIOGRAPHIES (In Alphabetical Order)

Susan Blacker, MSW, RSW

Susan Blacker is the Director of Cancer Services Planning and Performance at St. Michael’s Hospital in Toronto, Ontario, Canada. She is also appointed as the Quality Co-Lead and status-only Lecturer, Division of Palliative Care, Department of Family & Community Medicine, and is an Adjunct Professor at the Factor-Inwentash Faculty of Social Work at the University of Toronto. She is also a Psychosocial Oncology lead for the Toronto regional cancer program.

Susan has been a recognized leader within the field of social work in palliative care for more than 15 years. Her experience includes clinical care, teaching and program development. She has participated in a number of regional and national palliative care projects in both Canada and the United States over the past decade, including being a founding board member of the Social Work in Hospice and Palliative Care Network. Her interests include interprofessional education and development of palliative care programs in the acute care setting.

Paul Daeninck, MD, MSc, FRCPC

Dr. Paul Daeninck is a medical oncologist and palliative medicine consultant with Cancer Care Manitoba and the Winnipeg Regional Health Authority (WRHA) Palliative Care Program. He is the Site Coordinator at the St. Boniface Hospital, and Chair of the Symptom Management and Palliative Care Disease Site at Cancer Care Manitoba. He is an Assistant Professor and Leader for the Palliative Care Longitudinal Theme at the Medical School of the University of Manitoba.

Dr. Daeninck has served with several national organizations, including those of the Canadian Society of Palliative Care Physicians and Canadian Partnership Against Cancer. He sits on the Board of Directors of the Canadian Consortium for the Investigation of Cannabinoids (CCIC), and is currently a co-chair of the Royal College Conjoint Advisory Committee on Palliative Medicine.

Dr. Daeninck is the author of several research papers as well as textbook chapters. He serves as a reviewer for palliative medicine journals. He has been active in medical student and resident education, and has ongoing research interests in several aspects of palliative medicine, including that of cannabinoid use in patients with cancer.

Judy Simpson, RN, BN, MEd, CHPCN(C)

Judy Simpson's nursing career spans more than forty years and consists of diverse roles, including staff nurse, educator, administrator, mentor, consultant and volunteer — most of which were devoted to the advancement of palliative care nursing in Canada. Since retiring in 2009, she has taken on several key roles in the not-for-profit sector, such as consulting for the Palliative and End-of-life Care-Oncology Canada education program and serving as president for the Canadian Hospice Palliative Care Nurses Group.

Judy sees nurses as key leaders who are critical to the development of quality health care for all Canadians, with the Canadian Network of Nursing Specialties playing an active role in shaping health care in the country. With her strong background in the advancement of nursing practice and interprofessional education, developing, leading and evaluating projects and co-authoring standards, competencies and practice guidelines, Judy fully understands the value of life-long learning and ongoing personal and professional development.

Judy's accomplishments includes her formative work in establishing the CNA Certification Program's hospice palliative care nursing specialty designation: CHPCN(C).

H. VIRTUAL LIBRARY

de Souza Institute has a virtual library that can be accessed to those registered in this course or any other de Souza Institute continuing education program. This invaluable resource enables participants to access over 1500 e-Journals, 200 e-books and 8 online databases such as CINHALL or Ovid-Medline, anywhere and anytime as long as there is internet access, using a login and password. The direct link is <https://library.desouzainstitute.com>

I. TECHNICAL SUPPORT

eLearning Centre Orientation

We recommend new learners to de Souza Institute to complete the eLearning Centre Orientation course offered by de Souza Institute (free of charge). The orientation course is designed to introduce online learning and help participants understand how to navigate through the de Souza Institute eLearning centre and courses. It is strongly recommended that participants complete this orientation in order to successfully navigate de Souza's eLearning environment.

de Souza Institute Support

For assistance accessing or navigating the eLearning Centre, please refer to the eLearning Orientation course. For questions or any general technical difficulties, please contact support@desouzainstitute.com.

J. POLICIES AND PROCEDURES

[Academic Honesty and Copyright Policy](#)
[Cancellation, Incomplete and No Show Policy](#)

Course content and resources provided in this course are based on best practice guidelines from provincial and national bodies. Please consult local educator for specific questions related to local protocols and policies as they vary among healthcare organizations.

K. Continuing Medical Education Information

This continuing education event was held under the auspices of Continuing Professional Development, Faculty of Medicine, University of Toronto and de Souza Institute.

Accreditation:

College of Family Physicians of Canada – Mainpro+:

This one-credit-per-hour Group Learning program meets the certification criteria of the College of Family Physicians of Canada and has been certified by Continuing Professional Development, Faculty of Medicine, University of Toronto for up to 17.0 Mainpro+ credits.

Royal College of Physicians and Surgeons of Canada – Section 1:

This event is an Accredited Group Learning Activity (Section 1) as defined by the Maintenance of Certification Program of the Royal College of Physicians and Surgeons of Canada, approved by Continuing Professional Development, Faculty of Medicine, University. You may claim a maximum of 17.0 hours (credits are automatically calculated).