

Interprofessional Palliative Care Program

Small interprofessional student teams learn about the team-based provision of palliative care for persons with serious illness and at the end of life. Teams work collaboratively through case-based discussions and presentations. There is also an opportunity to observe a Jefferson palliative care provider in practice.

IPEC Competencies

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41 LEARNERS*

Professions

- Chaplain
- Nurse
- Occupational Therapist
- Pharmacist
- Physician
- Public Health Practitioner
- Social Worker
- Speech-Language Pathologist

9 FACILITATORS

3 Palliative Care Fellows

Professions

- Nurse
- Nurse, Advanced Practice
- Pharmacist
- Physical Therapist
- Physician
- Social Worker
- Speech-Language Pathologist

Key Curricular Elements

- Principles of palliative care
- Introduction to roles and responsibilities of different team members in palliative care
- Communication with patients with serious illness and at the end of life, as well as with their caregivers

+ New This Year

Introduced a new learning module, "Additional Topics in Palliative Care," developed by 3 palliative care fellows who participate as facilitators in the program. This year's topics were "Palliative Considerations in Heart Failure", "Medical Aid in Dying", and "Care Settings Outside the Hospital". It is planned to vary topics each year.

Program Outcomes | Assessment & Evaluation

METRIC	PRE MEAN	PRE SD	POST MEAN	POST SD
End-of-life Professional Caregiver Survey (EPCS) Total (Max. = 140)	77.68	19.88	110.86	19.36
EPCS - Patient and Family Centered Communication (Max. = 60)	34.22	8.97	48.14	8.57
EPCS - Cultural & Ethnic Values (Max. = 40)	23.57	7.43	31.16	6.35
EPCS - Effective Care Delivery (Max. = 40)	19.89	6.05	31.57	5.76

Program Evaluation: **100%** of learners would recommend this program to their peers.

Note: N = 37

"I found it most helpful to learn interprofessionally about everyone's role within palliative care and how I can best support my future patients."

—Student Speech-Language Pathologist



*Over 80 applications were submitted by students or clinicians to participate in JCIPE's Interprofessional Palliative Care Program for the spring 2025 semester.

"The shadowing component was very helpful because it really helped to give me a more concrete idea of how a palliative care team operates. To see everything in real time was very eye opening and helped to re-affirm my interest in the field."

—Student Physician



Scholarship Highlights

Kates, J., Brown, C., & Brucato, M. (2024, September). What's interprofessional about shadowing? A qualitative analysis of student reflection essays in an interprofessional palliative care program [Lightning Talk]. Nexus Summit 2024, Virtual.

Kates, J., Brown, C., Campolieto, J., & Brucato, M. (2024). Health professions students' reflections about principles of interprofessional collaboration after shadowing interprofessional palliative care rounds. *American Journal of Hospice & Palliative Medicine*, 10499091241296856-. <https://doi.org/10.1177/10499091241296856>