Discussing what matters most: designing a medical student curriculum for end of life care

Natanya S. Russek

Karrie Lu
_Aurora Health Care, karrie.lu@aurora.org_

Kjersti Knox
_Aurora Health Care, kjersti.knox@aurora.org_

Timothy Jessick
_Aurora Health Care, timothyjessick@aurora.org_

Follow this and additional works at: https://digitalrepository.aurorahealthcare.org/meded

Recommended Citation

This Abstract is brought to you for free and open access by Aurora Health Care Digital Repository. It has been accepted for inclusion in Medical Education by an authorized administrator of Aurora Health Care Digital Repository. For more information, please contact jennifer.deal@aurora.org.
Implementing a *longitudinal communication curriculum* in palliative and end-of-life care is necessary and feasible to improve the education of and care provided by future physicians.

### OBJECTIVES
- Identify areas for growth in palliative care communication training in undergraduate medical education (UME).
- Identify models which have been successful in teaching communication skills for EOL care.
- Develop a curriculum to teach essential communication skills.

### METHODS
(Figure 1)

#### Literatures
- Students are exposed to key palliative care communication skills but lack opportunities to practice and receive feedback. Multiple teaching models are effective, and most include simulations with role playing or standardized patients.
- Student Needs Assessment: We conducted a survey of ten graduating 4th-year medical students in the Training in Urban Medicine and Public Health (TRIUMPH) Program. (Figure 2).
- Key Informant Interviews: Clinical faculty reported that students are exposed to EOL communication skills. However, existing curricula lack structured hands-on opportunities for practice and feedback.
- We designed a hands-on, longitudinal curriculum focused on three core clinical skills.

### DISCUSSION
- Integrating hands-on practice in three clinical skills into medical student curricula is expected to positively impact quality of care provided by trainees as they pursue careers in diverse specialties.
- Pilots are ongoing, and curriculum will be implemented for graduating class of 2021.

---

**Health Inequities in EOL Care**
*Interprofessional case-based learning, spring M2*

**Breaking Bad News**
*Hands-on simulation, spring M2*

**Goals of Care**
*Hands-on simulation, fall M3*

**Code Status**
*Hands-on simulation, fall M3*

**Intern Prep Course**
*Hands-on simulation, spring M4*

---

**Figure 1:** Approach to curriculum design.

**Figure 2:** Needs assessment survey of 10 TRIUMPH graduates in 2018.

---

**What is TRIUMPH?** Training in Urban Medicine and Public Health (TRIUMPH) is an educational program for University of Wisconsin School of Medicine and Public Health medical students which integrates clinical, community, personal, and leadership skill development in Milwaukee, WI. TRIUMPH prepares students to become community-engaged physician leaders who will promote health equity for people living in urban health professional shortage areas.

**Website:** [https://www.med.wisc.edu/education/md-program/triumph/](https://www.med.wisc.edu/education/md-program/triumph/)