GENERAL INFORMATION

COURSE CHAIR: Neha Darrah, M.D. and Arash Asher, M.D.

STUDENT COORDINATOR’S CONTACT INFORMATION:
PHONE #: (310) 423 7946 * E-MAIL: IMMedicalStudents@cshs.org

STUDENTS / PERIOD: max 1 min 1
DURATION: 2-4 weeks

ROTATIONS WILL BE OFFERED
- 05/27/2019 - 06/14/2019
- 06/17/2019 - 07/05/2019
- 07/08/2019 - 07/26/2019
- 07/29/2019 - 08/16/2019
- 08/19/2019 - 09/05/2019
- 09/08/2019 - 09/24/2019
- 09/28/2019 - 10/18/2019
- 10/21/2019 - 11/08/2019
- 01/06/2020 - 01/24/2020
- 01/27/2020 - 02/14/2020
- 02/17/2020 - 03/06/2020
- 03/23/2020 - 04/10/2020
- 04/13/2020 - 05/01/2020

ALSO BY ARRANGEMENT. PLEASE CONTACT THE STUDENT COORDINATOR

REQUIREMENT(S):
- USMLE Step 1 Score

STUDENT EXPERIENCES

COMMON PROBLEMS/DISEASES

1. COPD
2. Cancer
3. Heart Failure
4. Dementia
5. ESRD

INPATIENT: 80%
OUTPATIENT: 20%
CONSULTATION: 100%

CLOSE CONTACT WITH
- Full-Time Faculty
- Clinical Faculty
- Fellows
- Residents
- Interns

COURSE OBJECTIVES

1. Describe ethical principles that inform decision-making in serious illness, including the right to forgo or withdraw life-sustaining treatment and the rationale for obtaining a surrogate decision maker.

2. Reflect on personal emotional reactions to patients’ dying and deaths

3. Identify psychosocial distress in patients and families

4. Explore patient and family understanding of illness, concerns, goals, and values that inform the plan of care

5. Define the philosophy and role of palliative care across the life cycle and differentiates hospice from palliative care

6. Demonstrate patient-centered communication techniques when giving bad news and discussing resuscitation preferences

7. Assess pain systematically and distinguishes nociceptive from neuropathic pain syndromes

8. Learn principles in tailoring an exercise program for cancer patients and survivors

9. Cultivate skills in recognizing the role of the rehabilitation team (including physical, occupational, and speech-language pathology) in optimizing cancer rehabilitation care

10. Recognize the role of non-pharmacologic pain options in the management of cancer pain

11. Demonstrate principles of rehabilitation within the care of the patient with cancer
DESCRIPTION

This course is designed to help medical students develop the essential competencies required to provide quality care to patients with serious disease. By the end of this rotation, students will be able to perform a basic symptom assessment, describe the difference between palliative care and hospice, and initiate goals of care conversations. The role of the rehabilitation team throughout the cancer trajectory will also be highlighted.

Students will spend 80% of their time with the inpatient palliative care team at Cedars Sinai Medical Center. Experiences will include:

- Providing consultative services (symptom assessment and management, goals of care, psychosocial and spiritual support) for patients with serious and chronic illnesses including but not limited to COPD, cancer, heart failure, dementia, and ESRD
- Engaging with the multi-disciplinary team and participating in team rounds
- Caring for actively dying patients enrolled into the inpatient hospice program

Students will spend 20% of their time at the Cancer Rehabilitation and Survivorship Program at the Samuel Oschin Cancer Center. Experiences will include:

- Participation/shadowing in a cancer rehabilitation clinic
- Observation of various cancer rehabilitation programs including a Cancer Exercise Program, Chemobrain Program, Art Therapy, etc.
- Exposure to a lymphedema rehabilitation program
- Weekly didactics focused on high impact palliative care topics
## TYPICAL SCHEDULE

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<thead>
<tr>
<th>Approx. # of Patients Evaluated/Week by Student</th>
<th>5-10</th>
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<tbody>
<tr>
<td>Approx. # of Patients Eval./Each Week by Service</td>
<td>100</td>
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<table>
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<tr>
<th>Typical Monday</th>
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<tbody>
<tr>
<td>• Inpatient interdisciplinary team rounds</td>
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<tr>
<td>• Outpatient cancer rehabilitation clinic</td>
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<tr>
<th>Typical Tuesday</th>
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<tbody>
<tr>
<td>• Inpatient interdisciplinary team rounds</td>
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<td>• Outpatient supportive care conference</td>
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<th>Typical Wednesday</th>
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<tbody>
<tr>
<td>• Inpatient interdisciplinary team rounds</td>
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<td>• Weekly educational seminar and review of deceased patients.</td>
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<th>Typical Thursday</th>
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<tbody>
<tr>
<td>• Inpatient interdisciplinary team rounds</td>
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<tr>
<td>• Cancer support group programming</td>
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<th>Typical Friday</th>
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<tr>
<td>• Inpatient interdisciplinary team rounds</td>
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<tr>
<th>On-Call Schedule</th>
<th>NONE</th>
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<tbody>
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<td>Weekend Activities</td>
<td>NONE</td>
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| Additional Comments/Special Requirements | ¹Schaefer et al. Raising the Bar for the Care of Seriously Ill Patients: Results of a National Survey to Define Essential Palliative Care Competencies for Medical Students and Residents. Acad Med, 2014 Jul; 89(7): 1024–1031. |

# PALLIATIVE CARE AND CANCER REHABILITATION

## PROPOSED DIDACTICS

<table>
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<tr>
<th>Week</th>
<th>Scheduled Didactics</th>
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| Week 1 | **Intro to palliative care**  
|        | Basics of pain management (pain assessment, opioids, adjuvants)  
|        | Communication toolbox 1  
|        | Basics of psychosocial and spiritual assessment  
|        | Weekly team didactic                                                              |
| Week 2 | **Intro to hospice**  
|        | Approach to non-pain symptoms (nausea, constipation)  
|        | Communication toolbox 2  
|        | Reflection session  
|        | Weekly team didactic                                                              |
| Week 3 | **Approach to non-pain symptoms (delirium, depression, anxiety)**  
|        | Care of dying patients  
|        | Cancer Rehabilitation & Survivorship  
|        | Weekly team didactic                                                              |
| Week 4 | **Reflection session**  
|        | Cancer-Related Cognitive Impairment  
|        | Weekly team didactic                                                              |