Palliative Care Education: What are the needs for practical exposure in the upcoming training?

Hall A Session 1
Jochen Becker-Ebel, PhD

• studied religion, philosophy, counselling, psychology, psychodrama to be a trainer.
• 6 years at Shantimalai/Sri Ramana Maharshi R&D Trust, Tiruvannamalai
• lecturer at 5 German universities, author
• Owner of MediAcion - German palliative care training institute and PalliAction
Overview:

1. International (EAPC) and National (Indian) educational needs
2. 3 learning-levels: knowledge, skills, attitude/emotions/heart
3. Focus: Attitude/emotions/heart: What to learn and how?
4. A Proposal for a 20-day certificate course (like EAPC)
5. Conclusion
MD with six years of specialization in GB

• since 1987: 474 (2013);
• Aim: 505 (2015); 600 (2020),
• One full time MD specialist for 1.6 lakhs

In addition: nurses, general practitioners

India would need: 7,700 MD specialists.
No “MD or specialist training” in Palliative Care in Germany.

Either: 1 year “on the job training” for MBBS and MD in oncology, anesthesia, geriatrics or related in a specialized palliative care ward in a hospital (180 wards available)

Or: after MD 20 days Postgraduate Diploma “Basics in Palliative Care”; within 10 years one PG Diploma MD per 8,000 population. These MD interact according to the need with other MDs, nurses, social workers etc.

There are 10,000 MD and 18,000 nurses trained in 20 day “all academic” postgraduate diploma in palliative care by 60 regional training centers (some 10 % in the 12 MediAcion centers).
European levels / length for training (page 9)
• Basic training (included in undergraduate training, if not it should be mandatory in postgraduate curricula): 40 hours
• Postgraduate diploma for general practitioners and specialists who have interest in palliative care: 160 hours / 20 days
• Specialist training in palliative medicine: 3 years after MD

fields of achievement (page 16)
• knowledge (cognitive)
• skills (psychomotor)
• attitude (affective)
2. Palliative Care teaching in India (Raj 2012)
http://ebookbrowse.net/teaching-palliative-care-in-india-m-r-rajagopal-ppt-d419648038

Palliative care practice needs...

- Heart (Attitude)
- Head (Knowledge)
- Hands (Skill)
E-Learning is mostly knowledge centered. Can reach many. Can be done in spare time (plus 15 hours academic training or 10 day „hands on“). Over 4000 participants.

available in Assam, West Bengal, Orissa, Delhi, Chandigarh, Madhya Pradesh, Gujarat, Uttar Pradesh, Rajasthan, Andhra Pradesh, Maharashtra(2), Tamil Nadu (3), Karnataka (5), Kerala (7).

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<td>V.    Psychosocial</td>
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<td>VI.   Organisational Aspects of Palliative Care</td>
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Teaching in India HANDS ON (Raj 2012, a.o.):

- 1-3 days’ sensitisation courses
- 7-14 days’ foundation courses
- 4-6 weeks’ certificate courses
- 2 - 5 days’ refresher courses

Certificate courses:
- can reach some
- presents a role modell
- gives clear advice at patients bed
- Can be done only at places with palliative care in action
- Timeconsuming for active palliative care specialists

4 weeks at Tata M.H. Mumbai, MNJ, Hyderabad
6 weeks at Kochi, Kalikut, Trivandrum and others like training at CMC Vellore and at Bangalore and other places ..... More on that: on Sunday, 9.30 am
Teaching in India: „Head & hand“

Diploma in Pain and Palliative Medicine (DPPM)

Fits in with system of existing PG education

- 2 year residential course
- Entry criterion: Basic medical qualification
- Students work as full-time residents

Tata Memorial Hospital Mumbai
2 year MD since 2012 (2 enrolled in 2012/13)

Sources:
http://www.ehospice.com/india/ArticlesList/Palliative
careeducationinIndia070813061745/tabid/7477/Arti
cleId/5588/language/en-GB/Default.aspx#.UrFIv-
IU81n
http://ebookbrowse.net/teaching-palliative-care-in-
india-m-r-rajagopal-ppt-d419648038
Interactive Sessions

Example: Hyderabad 2013, 4 weeks course:

• “There will be one or two academic exercises every day - majority of the topics will be covered in the form of interactive tutorials.”

• “Candidates will be expected to make short presentations on topics from the modules and to present cases from their clinical experience.”
Heart - part of learning

- emphasise with the patients emotional needs
- improve one’s own communication skill
- understand one’s own role in groups / teams
- Reflect on one´s own work behaviour/ethics
- find one`s own strength

http://directfrommelissa.blogspot.in/
Example: UG Curriculm MBBS / nurses

A five modules some 160 pages curriculum for MBBS and a similar for nurses were handed in to the respective councils for approval and inclusion in the UG studies in Oct. 2013.
4. Heart-learning specific teaching
Need for more communication skills /attitude

The medical caregivers communication tasks are:
• Breaking / bringing „bad news“
• Coping with Collusion
• Support the decision making in end-of-live decisions (ethics)
• Resistance/non compliance – How to cope with that?
## Communication skills – how to improve?

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<th>Traditional way</th>
<th>Additional ways</th>
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<td>(learning by doing/practical)</td>
<td>(emotion and reflection in groups):</td>
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- See patients and reflect on that with seniors (mentoring)
- Role play, „Act storming“, role work. Inner Team Work (v. Thun), Balint work, psychodramatic protagonist work, Indian Psychodrama: Vedadrama®
The need for Selfcare

• Coping with resistance / non compliance
• Coping with collusion / difficult relatives
• Coping with disgust
• Stress - management
• Transference and countertransference
• Fear of death (see latest issues of jpalliativecare.com)
• Difficulty to evaluate one’s success
5 suggestions on „self-care“

1. Yoga, movement, workout „take a minute“ (Zuleikha)
2. supervision, Balint group, professional counselling
3. Family life / friends
4. Spirituality, meditation
5. Take time out
Need for: Emphasize /Quality of Life (QoL)

Addressing patients/Family members emotional needs:

• Strenghtless-ness (incl. fatigue, sleep disorders, agony)
• Loneliness, forsakenness, worthlessness, depression
• Fear of death and the time BEFORE death, anxieties
• Bereavement (even before the patients death)
Suggestions on: QoL, additional therapies 1

1. **supportive therapies: play**
2. music therapy: body tambura
3. Acupressure / Mediakupress®
4. Yoga: mudras, hatha yoga, take a minute™, pranic healing, laughter yoga
Suggestions on: QoL, add. therapies 2a

1. supportive therapies: play
2. **music therapy:** body tambura
3. Acupressure / Mediakupress®
4. Yoga: mudras, hatha yoga, take a minute, pranic healing, laughter yoga
Suggestions on: QoL, add. therapies 2b

1. supportive therapies: play

2. **music therapy:** singing

3. Acupressure / Mediakupress®

4. Yoga: mudras, hatha yoga, take a minute, pranic healing, laughter yoga
Suggestions on: QoL, add. therapies 3

1. supportive therapies: play
2. music therapy: body tambura
3. Acupressure / Medikupress®
4. Yoga: mudras, hatha yoga, take a minute, pranic healing, laughter yoga
Suggestions on: QoL, add. therapies 4

1. supportive therapies: play
2. music therapy: body tambura
3. Acupressure / Mediakupress®
4. mudras, hatha yoga, take a minute, pranic healing (Help Age) laughter yoga
Teaching means: not only know theory and practice, but... during teaching to cope with:

- emotions of the students
- outbreak of emotions, tears, grief,...
- resistance, non-cooperation, anger
- „knowing better“ or „have reason why this should not be done“
- students’ lack of palliative practice
- conducting difficult group processes
Supporting letters of Governmental Hospitals

JIPMER (Director)

Madras Medical College (Dean)
Supporting Letter of Apollo and GoI

Apollo (in Name of MD: C Edu O)  Sec. Health&Family Welfare GoI

To,
Prof. Dr. Archana Becker Ebel,
CEO MedAction,
C/o. Sherkar Anr. 64,
Yunanav Village,
Cross Street, Aluett,
Chennai – 600018.

Dear Dr. Archana Becker Ebel,

Subject: Proposal received from MedAction on Geriatric and Palliative End-of-Life care Training - reg.

It was an immense pleasure to have discussed with you with regard to the proposal on training program offered by MedAction for the doctors in family medicine and internal medicine under the 3-Win Project to train and work in palliative medicine. Geriatrics and the End-of-Life care.

We at Apollo Hospitals are very much interested to work along with MedAction and to specialize in the above referred subjects.

In principle, we are agreeable to the terms of the proposal offered by MedAction and would be interested to execute necessary detailed MOU/Draft Agreements at the earliest and looking forward to participate in the training program.

Thanking You,

M. V. Sethuraman,
Senior Advisor, Medical Education,
Apollo Hospital,
Chennai

Copy to:
1. Dr. T.S. Ranikumar, Director, Jassalilal Institute of Postgraduate Medical Education and Research, Dharamt Prabuck, Nagpur- 440 014.
2. Dr. A.R. Surya, Prof. and Head, Department of Geriatric Medicine, NIMS, Ajmer, Nims, New Delhi-110029.
3. Prof. Krishna Swami, HOD (Geriatrics), Mehdan Medical College, JVR Punjabi Bana, Park Town, Chennai.
First certificate course at Manipal in Aug. 2014

MoU signed on Feb. 11th 2014

MoU signed by Vice-Chancellor and CEO

Professor Dr Prabha Adhikari M.R. (Internal Medicine & TMA Pai Endowment Chair in Geriatrics & Gerontology Former HOD Medicine KMC Mangalore) and Dr. Becker-Ebel
All topics of IAHPC Manual / UG Curricula covered in 20 days

New: Additional teaching methods on communication skill training.

See: www.palliaction.com

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<td>9.00 - 10.30</td>
<td><strong>At home/work</strong></td>
<td>Pain – Where it comes from and why which pain should be treated with which control method</td>
<td>Skin problems (itching, open wounds, malignant wounds) Problems of respiration</td>
<td>Social needs, role of family, caretakers, extended team inclusive volunteers and helpers and work as a team</td>
<td>Communication: Break bad news, empathic listening, collusion, good communication with relatives</td>
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<td>10.30-11.00</td>
<td><strong>Tea break (Thursday to Sunday)</strong></td>
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<td>11.00 - 12.30</td>
<td><strong>Preparing to arrive, travel and registration</strong></td>
<td>General pain assessment tools; documentation/ Pain management, WHO-ladder, other principles</td>
<td>Nutrition and hydration, thirst (mouth dryness), ethical issues: termination of nutrition/hydration</td>
<td>Coping with death and strategies of avoidance, emotional needs in the end of life care</td>
<td>Evaluation, use for own practice, avoid “burn out”; overview over the next 3 weeks, “basic certificate”</td>
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<td>12.30-13.30</td>
<td><strong>Midday break (Wednesday to Sunday)</strong></td>
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<td>13.30 - 15.00</td>
<td>Introduction session, giving an overview and definition and history of palliative care, how palliative care is procured (incl. Kerala)</td>
<td>Management of pain control, in Indian context, NSAIDs, adjuvant medicine and therapies, side effects problem</td>
<td>Ethical questions in the end of life care – patients will recording, Indian laws/regulations, advanced will</td>
<td>Bereavement and help in prolonged bereavement processes even before death</td>
<td><strong>Back home</strong></td>
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<td>15.00 - 15.30</td>
<td><strong>Tea break (Wednesday to Saturday)</strong></td>
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<td>15.30 - 17.00</td>
<td>Overview of the symptom control need in palliative care</td>
<td>Gastrointestinal problems (vomiting, nausea, diarrhea, constipation, ileus)</td>
<td>Emotional symptom-control (anxiety, agitation, delirium, fatigue, depression) and epilepsy</td>
<td>Spiritual-religious needs and assistance through team members and other religious guides</td>
<td><strong>Back home</strong></td>
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Advantages of „all academic“ courses

• Can reach distant regions
• Can offer training in regions without palliative care centres
• Can thus be adjusted easily to regional needs/possibilities
• Can be “complimentary” part of students professional life
• Can give skill/attitude access to palliative care—“part-timers”
• Can include palliative care in their respective specialisations
• Can relief active P.C.specialists from high teaching workload
• Can give teaching workload to well trained / palliative-experienced part time and full-time teachers
Conclusion:
3 suggestions

Try new communication skills training
Try academic 20 day certificate course
Train the trainers CC /UG teaching