

NEOUCOM Family Medicine Clerkship

Hospice Site Preceptor

Phone Interview

Site: _____

Preceptor: _____

1. What was your format for the student experience? Any logistical problems?
2. Did students make independent home visits?
3. Any problems with the visits? For the students? For the patients? For the staff?
4. Did the students communicate with appropriate team members?
5. How did the debriefing sessions go?
6. Did the student read Ivan Ilych? Was it meaningful?
7. Did you use the videos? If so, how?
8. Are any of the students planning on continuing to visit with the patient or family?
9. Spiritual Assessment:
 - a. Did the students use the patient/ discussion guide? Fast Facts?
 - b. What was their comfort level with the spiritual assessment?
 - c. What was their feedback from the spiritual assessment session? Any “aha” moments?
 - d. Did the students relay any ethnic/cultural issues for the patient/family? For themselves?
 - e. Did the spiritual assessment session bring up personal issues? Self reflections?
10. What will you do differently this next rotation? Why?
11. Is there anything we can do to improve this experience? For the students? For you as faculty?
12. Did you use any additional resources that might be helpful to the other sites?

Family Medicine Clerkship Hospice Experience

STUDENT/PATIENT DISCUSSION GUIDE

SESSION #2: OPEN ENDED EXPLORATORY QUESTIONS

1. "How are you coping with your illness"?
2. "What makes life most worth living for you"?
3. "Have you seen any other family members or friends face similar problems"?
4. "How do you experience your quality of life right now"?
5. "What do you still want to accomplish"?
6. "What do you want your family to remember about you"?
7. "What goals do you now have in your life"?
8. "How does this illness affect important people in your life"?
9. "What do you hope for your family"?
10. "Are there any special events or activities that you are looking forward to"?
11. "In what way do you feel you could make this time especially meaningful to you"?

SESSION #3: SYMPTOM ASSESSMENT

1. "What symptom or problem is troubling you the most"?
2. "How does this symptom affect the quality of your life"?
3. "How does this symptom affect your ability to take care of your daily self care needs, (toileting, walking, dressing, bathing, etc) and activities"?
4. "Are you satisfied with the treatment of this symptom"?
5. "Are there any side effects of the treatments for this symptom"?

You may also consider exploring this symptom pursuit with questions regarding duration, timing, exacerbation, intensity, exacerbating and relieving factors regarding this most troubling symptom.

SESSION #4: QUESTIONS FOR OBTAINING A SPIRITUAL HISTORY

1. "Do you consider yourself spiritual or religious"?
2. "Do you belong to a spiritual or religious community"?
3. "How important are these beliefs to you"?
4. "Do these beliefs influence how you care for yourself, see your future, or cope with you illness"?
5. "Do your family and friends know about your beliefs"?

You may also refer to the "Fast Facts # 019" handout entitled "Taking a Spiritual History" for additional questions and a more structured approach in obtaining a spiritual history.

Family Medicine Clerkship Hospice Experience Goals and Learning Objectives

- Goal I Provide the opportunity for the student to interact with a hospice patient.
Following the interactions, the student will be able to:
- A. Describe the physical patient and his/her environment.
 - B. Describe the patient's self image.
 - C. Describe the patient's spiritual beliefs.
 - D. Describe emotionally significant events in the patient's life.
 - E. Describe the patient's idea of "acceptable quality of life."
 - F. Identify and measure (quantify or qualify) the two symptoms most important to the patient.
 - G. Describe the patient's concerns about the active phase of dying.
 - H. Reflect on how objectives A-G guide an end-of-life conversation
 - I. Reflect on how objectives A-G help to individualize end-of-life care.
 - J. Relate a sense of how interacting with the patient affected his/her own emotions or thoughts.
- Goal II The student will participate in at least one Interdisciplinary Team Meeting.
Following participation in one Interdisciplinary Team Meeting, the student will be able to:
- A. Describe the make-up of an Interdisciplinary team.
 - B. Describe the goals of Hospice.
 - C. Differentiate between a living will, health care treatment directive, and a DNR order.
 - D. Contribute to the review of his/her patient.
- Goal III The student will assess symptom at his/her level of training.
The student will be able to:
- A. Identify the patient's terminal diagnosis.
 - B. Formulate a plan to address symptoms that includes daily management, acute or breakthrough change, and episodic features.
 - C. Describe a difference between pain and suffering.
 - D. Reflect on how addressing symptoms helps to relieve suffering, from the patient's perspective, and contributes to increasing or preserving his/her quality of life.

Through the hospice experience:

I saw my assigned patient in: ___ his/ her home; ___ hospice facility; ___ Long term care facility; or ___ other, if other, please explain:

I established a comfortable relationship with my assigned patient.

I gained insight into the patient's experience with end-of-life care.

I understand the relevance of spirituality to my patient's end-of-life experience.

The discussion sessions helped prepare me to care for terminally ill patients.

I read the book Ivan Ilyich (yes/no)

Ivan Ilyich enhanced my understanding of end-of-life issues.

I gained an understanding of the function of the interdisciplinary team.

Overall, the hospice experience was a valuable learning experience.

Comments:

Evaluation Components and Process

Source	Methods	Timing
Family Medicine Clerkship Directors	<ul style="list-style-type: none">• Informal phone interviews• Clerkship Directors questioned at director's meeting	<ul style="list-style-type: none">• Following the first rotation
Hospice Site Preceptor feedback	<ul style="list-style-type: none">• Phone survey• Faculty development	<ul style="list-style-type: none">• Following the second rotation
Family Medicine Clerkship Faculty	<ul style="list-style-type: none">• Faculty development	<ul style="list-style-type: none">• Following the second rotation
Students	<ul style="list-style-type: none">• Course evaluation• Reflective essay	<ul style="list-style-type: none">• Following the individual rotation
Hospice Patients	<ul style="list-style-type: none">• Patient feedback questions	<ul style="list-style-type: none">• Collected by hospice nurse at the end of the student visits