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CSU The California
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Institute for Palliative Care

2017 NATIONAL SYMPOSIUM

*For Academic Palliative Care
Education and Research*

September 28 & 29, 2017

University Student Union
California State University
San Marcos

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Institute for Palliative Care

csupalliativecare.org/symposium
760-750-4006

WE WELCOME YOU

FEATURED SPEAKERS

JEAN KUTNER, MD

Jean S. Kutner MD, MPH/MSPH, FAAHPM, FACP, Chief Medical Officer at the University of Colorado Hospital, Associate Dean for Clinical Affairs and Professor of Medicine at the CU School of Medicine, will open the conference featuring her research on improving symptoms and quality of life for patients with serious illness, and on caregiver burden.

MARIAN GRANT, DNP STEVEN PANTILAT, MD

Marian Grant, DNP, Policy Consultant to the Coalition to Transform Advanced Care (C-TAC) in Washington DC, and **Steven Pantilat, MD**, Professor of Medicine, University of California San Francisco and founding Director of the UCSF Palliative Care Program, will engage the audience to share and discuss the policy climate for palliative care.

JENNIFER MOORE BALLENTINE, MA JESSICA NUTIK ZITTER, MD

Jennifer Ballentine, MA, Incoming Executive Director of the CSU Institute for Palliative Care, and **Jessica Nutik Zitter, MD**, Critical Care & Palliative Care Physician at Highland Hospital of the Alameda Health System, will explore the intersection of research, policy, practice, and education, and implications for the next generation of palliative care professionals, using medical aid in dying as a case in point.

KIMBERLY ACQUAVIVA, PhD

BRIAN deVRIES, PhD

Kimberly Acquaviva, PhD, MSW, CSE, Professor of Nursing at the George Washington University School of Nursing, and **Brian de Vries, PhD**, Professor, Gerontology Program, San Francisco State University, will co-present on palliative care and care disparities particularly for LGBTQ persons, countering stigma and nurturing resilience.

CHARLES von GUNTEN, MD HELEN McNEAL, BBA

Charles von Gunten, MD, PhD, Vice President of Medical Affairs for Hospice & Palliative Medicine at OhioHealth, will discuss with **Helen McNeal**, Founding Executive Director of the CSU Institute for Palliative Care, the field of palliative care, its growth, and emerging opportunities for educators and researchers.

TO SOUTHERN CALIFORNIA

FROM HELEN B. MCNEAL, FOUNDING EXECUTIVE DIRECTOR,
CSU INSTITUTE FOR PALLIATIVE CARE

Welcome to **Innovate. Investigate. Educate**, our second annual symposium for academic faculty interested in and engaged in palliative care education and research!

The CSU Institute for Palliative Care is setting aside these two days for palliative care scholars, teachers, and practitioners from around the country to share, exchange and promote the latest ideas in teaching, research, and practice in palliative care. Our hope is that you will take them and immediately begin to integrate them into your work.

The keynote speakers we've invited are national palliative care leaders who will underscore and revitalize work done in classrooms and research studies all over the country. We are pleased to host Dr. Jean Kutner, a palliative care researcher, physician, teacher, and advocate; Dr. Charles von Gunten, one of the nation's most published and recognized experts in the field; Drs. Kim Acquaviva and Brian de Vries whose scholarship in LGBTQ palliative care is blazing the trail for better care for underserved persons; Dr. Marian Grant, who actively leads policy formation and implementation in the field; Dr. Steve Pantilat, a professor and hospitalist physician whose practices have been adopted all over the country; Dr. Jessica Zitter, palliative care physician and star of the film "Extremis"; and the CSU Institute for Palliative Care's incoming Executive Director Jennifer Moore Ballentine, an experienced leader in educational innovation in palliative care.



This year's symposium offers a phenomenal array of topics to stimulate your scholarship, teaching, and practice! In addition to our hands-on workshops and poster session, we have introduced two new session formats this year – panels and paper sessions – to increase opportunities for scholarly exchange amongst our attendees. Whether you are seeking to incorporate new dimensions for easing human suffering into your courses, are craving new research opportunities, or desire to expand your clinical offerings, the work being shared in each and every paper, poster, panel and workshop session offer all this, and more!

Conferences are about learning, but they are also about networking! Our keynote speakers, all national experts, are accessible to our attendees. The poster session, while highlighting current innovations in the field, will also be a perfect time for dialogue with colleagues. Lunch topics and exhibit areas will focus on your areas of interest, with the objective of helping you with further collaborations!

We appreciate that you have chosen to join us this year and we are excited about how much there is to learn from one another ... about how you are **Innovating, Investigating and Educating!**

A handwritten signature in black ink that reads "Helen McNeal".

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This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of The Doctors Company and California State University Institute for Palliative Care. The Doctors Company is accredited by ACCME to provide continuing medical education for physicians.

The Doctors Company designates this live activity for a maximum of 12.75 AMA PRA Category 1 Credits™. Physicians should only claim the credit commensurate with the extent of their participation in the activity.

THURSDAY

8:30 AM WELCOME

MAIN BALLROOM

Helen McNeal, BBA, Founding Executive Director, CSU Institute for Palliative Care

Start the conference by gaining from Helen McNeal, Institute founder and executive director, why it's important to include palliative care principles in education, research and clinical practice, to expand the application of this approach to easing suffering in physical, mental, emotional and spiritual illness.

8:45 AM OPENING KEYNOTE

MAIN BALLROOM

Enhancing Care for People with Serious Advanced Illness Through Evidence Generation and Research Infrastructure Development

Jean S. Kutner, MD, MSPH, University of Colorado Hospital and School of Medicine

There have been significant advances in the evidence base to inform palliative care clinical practice over the past two decades. Dr. Kutner will describe her personal passion and journey as a palliative care investigator, including the road to development of the Palliative Care Research Cooperative Group (PCRC). Dr. Kutner will highlight opportunities for engagement with an interdisciplinary collaborative and supportive community of investigators who share a commitment to advancing and enhancing care for people with serious illness.



9:45 AM BREAK WITH EXHIBITORS

AMPHITHEATER FOYER

10:00 AM CONCURRENT SESSIONS

Workshop: Cultivating Compassion in Palliative Care

MEETING ROOM A

Jacky Thomas, PhD, CSU San Marcos

Martha Stoddard Holmes, PhD, CSU San Marcos

Marie D. Thomas, PhD, CSU San Marcos

Compassion and empathy are considered important practitioner capacities across the health professions, yet studies have suggested that during the normal course of clinical training, empathy may actually decline. Further, health professionals experience burnout, associated with more clinician errors, higher turnover, and lower satisfaction. The presenters will describe current research regarding empathy and compassion, with particular attention to its application to palliative care; practice a variety of contemplative exercises focused on the development of compassion for self and others; and examine ways to introduce compassion practices to students and professionals in classroom and work settings.

Panel: Innovative Research and Partnerships to Expand Access to Palliative Care

BALLROOM B

Susan Enguidanos, PhD, MPH, University of Southern California

Torrie Fields, MPH, Blue Shield of California

Anna Rahman, PhD, University of Southern California

This panel will report on an innovative partnership developed to bridge the gap in palliative care's availability in all settings, by discussing how an insurance company, medical groups, hospice organizations, patients/caregivers, and a research team came together to design, implement, and evaluate in Accountable Care Organizations (ACOs) an evidence-based Home-based Palliative Care (HBPC) model that originally launched enrolling 1,133 community-dwelling patients with serious illness and their caregivers from numerous primary care sites in California. Learn about the development of this partnership, the study design, the patient/caregiver role in study development and implementation, and innovative payer-provider structures that were developed to support palliative care services, along with strategies to improve palliative care knowledge and skills among primary care providers.

SEPTEMBER 28, 2017

10:00 AM CONCURRENT SESSIONS

Workshop: MEETING ROOM B

Implementation of a Palliative Medicine Onboarding Program for APPs Utilizing the Hospice and Palliative Nurses Association (HPNA) Core Competencies

Shirley Brogley, ACHPN, Christiana Care Health System

With over 90 million Americans living with a serious illness, the need for palliative care will always outpace the number of palliative care physicians able to meet this need. In an effort to fill this gap, a unique 15-week onboarding program was developed to educate Advanced Practice Providers (APPs) on the skills necessary to provide quality care to patients referred to the Palliative Care Department. The program, with tools and techniques for implementing, will be described, offering guidance to institutions wanting to create their own orientation program.

Paper Session: Communication for Patients and Providers BALLROOM A

Chair: M. Murray Mayo, PhD, APRN, ACHPN, Ursuline College

Interactions Between Clinicians and Adolescents with a Parent Receiving Hospice

M. Murray Mayo, PhD, APRN, ACHPN, Ursuline College

Many adolescents in the US experience not only the death of a parent but also the stress of living in a household with a parent who is dying. The author will discuss the descriptive qualitative study of how clinicians interacted with teens during hospice care,

logistical obstacles that were uncovered in providing adolescents support, and ways that were effective in offering support to adolescents.

Nurse-led Telephonic Case Management in Advanced Illness: Training Challenges

Rebecca Yamarik, MD, MPH, FAAHPM, Long Beach Veterans Affairs

Telephonic nurse case management in the palliative care arena poses challenges. Designing appropriate training for nurses is crucial and can utilize both web-based, as well as in-person training with a focus on role play. The results of a training for two telephonic nurse-led case management programs for patients at the end of life will be presented.

Beginning the Serious Illness Conversation Prior to Hospice Enrollment

Sarah Blowers, MSN, RN, Hospice of the Western Reserve

Denice Sheehan, PhD, RN, FPCN, Kent State University

Quality healthcare is predicated on the goals, values, and wishes of the patient. Conversations on goals, values and wishes often do not occur until a person is diagnosed with a life-limiting illness.

This paper session will describe the outcomes of training sessions and coaching within a homecare team, which used the Serious Illness Conversation guide; confidence in holding the conversations by both patients and staff; and the success achieved by conducting meaningful conversations with patients and families.

11:00 AM BREAK WITH EXHIBITORS

AMPHITHEATER FOYER



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THURSDAY

11:15 AM CONCURRENT SESSIONS

Workshop: Palliative and End-of-Life Nursing Education P4 Model MEETING ROOM A

*Raeann G. LeBlanc, DNP, GNP-BC, ANP-BC, University of Massachusetts Amherst
Olga Ehrlich, PhD, RN, CHPN, University of Massachusetts Amherst
Katherine Murray, MA, BSN, RN, FT, CHPCN(C), Life & Death Matters*

In this workshop, an international collaborative group of nursing educators and researchers will present a model that can be used across undergraduate, graduate and certificate seminar programs to incorporate palliative and end-of-life nursing education into programs with little or no previous such content. This session will use our P4 Model of Palliative Nursing Curriculum Weave to introduce participants to a structured, recursive method of examining and updating current curricula for bringing program goals into congruence with the American Academy of Colleges of Nursing/Hospice and Palliative Nursing Association CARES statement for nursing education.

Workshop: Children of Adult Palliative Patients: A Psycho-Social-Spiritual Approach MEETING ROOM B

*Allison Kestenbaum, MA, MPA, BCC, ACPE, University of California San Diego Health
Carlota Durazo, LCSW, University of California San Diego Health*

Palliative care providers seek to care for the entire family, including young children impacted by life-limiting and threatening illness. In both out- and inpatient palliative care, many opportunities exist to engage the psycho/social/spiritual concerns related to young children of patients receiving palliative care. This presentation will use interactive case study discussions to explore literature about psycho-social-spiritual approaches to supporting patients with young children, attitudes and assumptions of clinicians about providing palliative care to patients with young children, developmentally appropriate tools and interventions for working with this population, and resources in health systems and the community for supporting parents and their young children.

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Paper Session: Building and Strengthening Palliative Care Programs

BALLROOM B

Chair: Denice Sheehan, PhD, RN, FPCN, Kent State University

Palliative Care Program within a Dementia Capable System

Debra Hain, PhD, ARNP, AGPCNP-BC, FAANP, FNKF, Florida Atlantic University

This paper discusses an essential need met by a palliative care program within an academic nurse-managed dementia-capable system; and the development and implementation of an interprofessional palliative care program for community-residing older adults with advanced dementia and their caregivers. Barriers and facilitators to implementation, along with quality processes and outcome indicators, and future research will be discussed.

Impact of Interdisciplinary Palliative Care Program in Patients with Life-limiting Disease

Kiarash Noorizadeh, MD, Eisenhower Medical Center

Rose Yun Li, MD, PhD, Eisenhower Medical Center

This group hypothesized that interdisciplinary palliative care (IPC) consultations had the capacity to reduce emergency room (ER) visits, total length of hospitalization and 30-day readmission rates. This presentation describes the design and implementation of an economically sustainable IPC program that enables the seamless transition and continuation of care by the IPC team from hospitalization through post-discharge.

Experiences of Undergraduate Nursing Students in a Hospice Setting

Denice Sheehan, PhD, RN, FPCN, Kent State University

Julie McBee, BSN, RN, Hospice of the Western Reserve

Palliative care nursing education is still insufficiently addressed in textbooks and curricula, leaving graduates ill-prepared to care for the dying and their families. This study measured student knowledge and attitudes towards end-of-life care pre- and post-training; and included use of narratives. Findings and emerged themes will be presented.

See p. 15 for Information on Continuing Education Hours

SEPTEMBER 28, 2017

11:15 AM CONCURRENT SESSIONS

Paper session: Incorporating Behavioral & Interprofessional Principles into Palliative Care Education & Research BALLROOM A
Chair: *Julia Kasl-Godley, PhD, VA Palo Alto Health Care System*

Interprofessional Education & Training in Palliative Care

Julia Kasl-Godley, PhD, VA Palo Alto Health Care System

Veronica Shead, PhD, VA St. Louis Health Care System

Authors will discuss the rationale and components of interprofessional education and provide an example of interprofessional education in the Veterans Administration through a multi-site program of clinically focused fellowships. Medicine, nursing, social work, chaplaincy, psychology and/or pharmacy fellows train together, developing advanced competencies in hospice and palliative care.

Health Behavioral Change Variables & Advance Care Planning

Rebecca Allen, PhD, ABPP, University of Alabama

This paper discusses the application of the stages of change model to advance care planning in an African American community.

Developing Workforce Capacity: Engaging Individuals in Palliative and End-of-life Care across the Spectrum of Education, from Undergraduate to Continuing Education Activities

Brian D. Carpenter, PhD, Washington University

This paper discusses pedagogical strategies (e.g., personal reflections, guest lectures, community-based exercises) useful for engaging students in palliative care as well as strategies for addressing potential barriers to building and sustaining interest (career opportunities, funding mechanisms, misperceptions).

Re-conceptualizing the Nature of Suffering in Advanced Disease

Jennifer Gregg, PhD, San Jose State University

Dianne Shumay, PhD, UC San Francisco

Julia Kasl-Godley, PhD, VA Palo Alto Health Care System

This paper discusses the components of Acceptance and Commitment Therapy (ACT) as applied to psychological health and suffering in illness and dying, considers ways to incorporate its evidence-based principles into practice, and outlines potential new areas for research.

12:15 PM LUNCH

AMPHITHEATER FOYER

1:15 PM PLENARY PANEL

MAIN BALLROOM

Policy and Quality Reporting in Palliative Care: Opportunities and Challenges for Academic Faculty

Marian Grant, DNP, Policy Consultant, Washington, DC

Steven Z. Pantilat, MD, MHM, FAAHPM, University of California San Francisco

In this session, the presenters will offer an overview of the policy landscape at the federal level, and how these policies impact academic training and the future of clinical practice. The session will also focus on the importance of quality reporting in clinical practice and discuss the academy's role in teaching quality reporting and process improvement. Both topics emphasize the Academy's influence, which ultimately impacts palliative care research and clinical practice.

SUPPORTED BY THE WEST HEALTH INSTITUTE

Moderator: Tim Lash, MBA, Chief Strategy Officer and Executive Vice President, West Health Institute and President, West Health Policy Center



2:15 PM BREAK WITH EXHIBITORS

AMPHITHEATER FOYER

THURSDAY

2:30 PM CONCURRENT SESSIONS

Workshop: Palliative Care Education for Young Caregivers

BALLROOM A

Sharon Hamill, PhD, CSU San Marcos

Emily Merryweather, MA, NCC, CSU San Marcos

Lissa Lim, PhD, CSU San Marcos

Sarah Myers, Menifee School District

Jennifer Hamby, EdD, Oceanside School District

This presentation begins with a description of young caregivers and grieving children with a focus on the impact that caregiving and grief have on their development. The palliative care education provided by the Youth Resiliency Project and the K-12 Teacher/Counselor Toolkit are then described, with time for participants to practice some of the techniques during the workshop. Enhancing professionals' skills and knowledge about young caregivers helps set the stage for young people's resiliency, improving their quality of life today but also providing support for optimal development in the future.

Workshop: Chair Somatics and Music

MEETING ROOM A

Wendell Hanna, PhD, San Francisco State University

In this workshop participants will perform slow gentle movements that correlate with rhythm and phrasing of the music. The objective of the session is to experience how music and movement can be used to lessen physical pain and stimulate memory and cognitive function with the elderly and ill who may have limited ranges of motion. Participants will experience somatic movements, which are slow and controlled. The repetition of these movements can reset the resting level of the muscles to a more relaxed state. Musical benefits of the session include auditory-motor entrainment or the synchronization of bodily movement with the rhythm of the music; can provide a sense of community among the participants; can unify the sense of one's own internal rhythms; and can stimulate memories and emotions potentially beneficial for one's overall affective health.

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Workshop: Advance Care

BALLROOM B

Planning for Academics: Engaging Learners in ACP Conversations

Shirley Otis-Green, MSW, MA, ACSW, LCSW, OSW-C, University of Maryland

Although there is increasing recognition of the importance of Advance Care Planning (ACP) for those who are seriously ill, few academic programs include ACP skill-development in their professional education, and fewer still have attempted to integrate ACP conversations with the campus population at large. This highly interactive workshop will provide both an evidence-informed foundation of the importance of ACP, and demonstrate a range of ACP tools for use with diverse populations. Participants will have the opportunity to practice basic ACP communication skills, explore strategies to engage young adult learners and developing healthcare professionals in ACP conversations, and will provide resources on various ACP websites, videos, books, tools and games. The conclusion will be a discussion of strategies for integration in varied settings.

Panel: Rounding with Chaplains: Interprofessional Experiential Model for Palliative Care Training

MEETING ROOM B

*Nadya Dimitrov DPM, PA-C, Stony Brook University
Judy Knudson, MPAS, PAC, BSN, University of Colorado
Rachel Revelle, MDiv, University of Colorado*

Spirituality is a key domain in palliative care, and all health care providers must be able to introduce and be comfortable with a spiritual conversation. This presentation will discuss a program in which physician assistant (PA) students "rounded" with the chaplain in the in-patient hospital setting during the preclinical months, with the purpose of establishing a foundation in primary palliative care (PPC). The program model can be used for other health care professional students, easily incorporated into training program curricula. It also satisfies requirements for training in empathy, health literacy, cultural humility, and interprofessional competence. This discussion demonstrates spiritual, social, emotional as well as existential suffering encountered, along with debriefing, reflection and data-gathering tools utilized.

3:30 PM BREAK WITH EXHIBITORS

AMPHITHEATER FOYER

See p. 15 for Information on Continuing Education Hours

SEPTEMBER 28, 2017

3:45 PM AFTERNOON PLENARY

MAIN BALLROOM

Getting the Rubber to Hit the Road: Medical Aid in Dying at the Intersection of Research, Policy, Practice, and Education

**Jennifer Moore Ballentine, MA, CSU Institute for Palliative Care
Jessica Nutik Zitter, MD, Highland Hospital, Alameda Health System**

Medical aid in dying is among the hottest “hot buttons” in palliative care. The controversy surrounding its legalization and implementation serves as a vivid example of how research, education, policy, and practice intersect—or don’t—or even collide. This presentation will explore how research translates into practice; how practice influences policy and vice versa; how educators approach controversial topics; how laws are effected at the bedside; and why these intersections and collisions are critical for inclusion in curricula educating the next generation of palliative professionals.



5:00 PM WINE AND HORS D'OEUVRES

AMPHITHEATER FOYER

5:00 PM POSTER SESSION

BALLROOM A - B

Advance Care Planning at a Rural Federally Qualified Health Center: A Pilot Project

**Alyssa Erikson, RN, PhD, CSU Monterey Bay
Rosa Vivian Fernandez, MPH, FACHE, San Benito Health Foundation**

CSU Monterey Bay's (CSUMB) Department of Nursing partnered with San Benito Health Foundation (SBHF), a Federally Qualified Health Center (FQHC), to plan palliative care services in a rural community, to increase the engagement of patients in their healthcare decisions through advance care planning, and to optimize the Electronic Health Record (EHR) to document education on advance care directives. Evaluation includes patient satisfaction, no-show rate, and evidence of advance care planning during appointments.

Advance Care Planning in Persons Who Die From Heart Disease

**Joy R Goebel, RN, PhD, FPCN, California State University, Long Beach
Olga Korosteleva, PhD, California State University, Long Beach
Elizabeth Ortega, BA, MA, California State University, Long Beach
Yemisrach Lodebo, BA, MA, California State University, Long Beach
Timothy Manning, BA, MA, California State University, Long Beach**

The unpredictable trajectory of cardiovascular disease (CVD) makes planning for future care challenging. To target quality improvement (QI) efforts, it is necessary to identify factors associated with advanced care planning (ACPing) in CVD. The Health Retirement Survey was used for this study to gather data on ACPing activities, completing a living will, or engaging in a conversation about care preferences at end of life (EoL), which will be reported along with conclusions for improvement efforts.



An Academic Solution: A Pediatric End-of-Life Simulation

**Deborah Nelson MS, PHN, RNC-OB, San Jose State University
Natalie Lodewyk, RN, MS, Santa Clara Valley Medical Center**

Nurses and other health care providers often learn palliative care in the moment, at the bedside, or from others with some experience. The poster describes simulation scenarios which demonstrated family-centered care and interdisciplinary palliative care processes that were integrated into undergraduate nursing education in the pediatric rotation.

Approaching Chronic Illness and Death Through Narrative

Marion Geiger, PhD, California State University San Marcos

To better equip students for conversations about palliative care-related issues, this poster will discuss a teaching unit in a French culture course that focuses on chronic illness and death. A fictional narrative of a child with a terminal illness is compared by students to other types of narrative, such as adult patient narratives. Discussion and analysis was conducted using questions from works that students read from authors whose focus is pediatric end of life. The interdisciplinary study focused on narrative competence, empathy, and self-awareness, and development of critical thinking skills around emotions, attitudes and values relative to palliative healthcare situations.

THURSDAY

5:00 PM POSTER SESSION

BALLROOM A - B

Comfort Care Beds: An Innovative Strategy to Provide Optimal End-of-Life Care

Jeannette (Jeannie) Meyer, MSN, RN, CCRN, CCNS, PCCN, ACHPN, Santa Monica UCLA Medical Center

An academic medical center, in an effort to improve end-of-life care on all units, created two virtual beds for end-of-life care through a partnership between the Palliative Care Department and the Geriatrics Unit. Included was the development of an educational program focused around use of an order set for the nursing staff and care partners, self-care strategies and education on managing complex family dynamics for unit staff, policies for smooth transfers, and palliative care consults for assisting patients and families at the end of life. Metrics will be included.

ELNEC and Fundamentals: A Primer in Palliative Care

Mary Scott, APRN, Colby Sawyer College

This poster describes integration of End of Life Nursing Education Consortium (ELNEC) Undergraduate Curriculum into the Fundamentals of Nursing Care sophomore level undergraduate nursing course. The inclusion of ELNEC Undergraduate Curriculum into an already extensive course required creativity and pedagogy combined. Scaffolding was used to incorporate various modules into skills labs and clinical post-conferences. End-of-semester surveys will demonstrate the impact on course outcomes.

Emergency Department Utilization Among Seniors with Dementia: Revisit Rates by Discharge Disposition in California

Juhie S. Israni, MSHI Student, Clinical Research Intern, West Health Institute

Kelly Ko, MS, PhD, West Health Institute

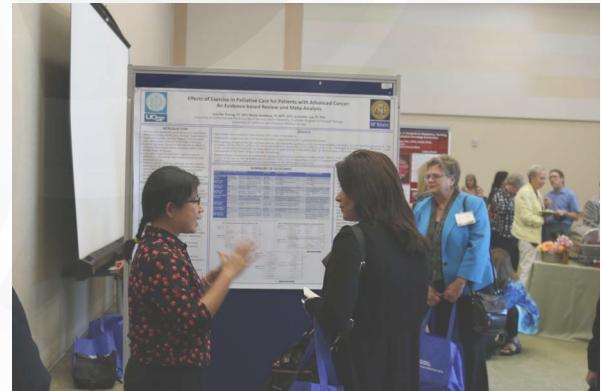
Adriane Lesser, MS, West Health Institute

This poster reviews data from a retrospective study that reviewed differences in ED revisit rates among seniors with dementia who were discharged to supportive care services compared to those who were discharged home, SNF, or organized home health.

Evaluation of Compassion and Respect at the End-of-Life (CARE) Program

Brenda Chan, MSN, RN, FNP-BC, DNP Student, Azusa Pacific University

The need for quality end-of-life care for patients with life-limiting illnesses is growing, yet end-of-life training among nurses is inadequate and inconsistent. The purpose of this study is to evaluate the effectiveness of the CARE (Compassion And Respect at the End-of-life) Program and the CARES* Tool to empower nurses to deliver compassionate, dignified, and personalized nursing care at end-of-life consistent with patient and family wishes. Study details and metrics will be presented.



Factors Affecting College Students Belief in the Right to Die

Helen Miltiades, PhD, California State University, Fresno

The purpose of this study was to better understand the experiences and beliefs which affect college students' attitudes towards the right to die following the California passage of its right to die law. This study adds to the slowly growing literature on death education and attitudes on college campuses. Demographic and experiential variables are presented, with recommendations for incorporating into curriculum.

Home-Based Palliative Care in Kaiser Permanente Southern California

Huong Q. Nguyen, PhD, RN and Susan E. Wang, MD, Kaiser Permanente Southern California

The purpose of this study is to describe the characteristics of patients with advanced serious illness who received home-based palliative care (HBPC) provided by an interdisciplinary team, their symptoms, and their patterns of end-of-life (EOL) care transitions.

How do You Teach End-of-life Care to Millennials?

Nathan Gerard, Ph.D., California State University, Long Beach

The question "How do you teach end-of-life care to millennials?" frames this poster presentation, which presents descriptive data from 84 millennials (age 18-34), offering key insights on this generation's attitudes and perceptions of end-of-life care. Findings were used to explore innovative classroom initiatives to improve end-of-life care education.

Interprofessional Training in the Nexus of Students and Healthcare Practitioners: Identifying and Assessing Behavioral Competencies for Interprofessional Education and Collaborative Practice

Stacy Starkka, PhD(c), MBA, CT, CSU Institute for Palliative Care

Joy Gorzeman, RN, MSN, MBA, NEA-BC, CSU Institute for Palliative Care

This poster will demonstrate how thinking and acting differently in the nexus where education and practice meet enhances interprofessional practice and education in three ways: continually identifying improvement opportunities; identifying and improving collaboration competencies; and utilizing serious game technology to practice, gain feedback, and learn. Interventions intended to improve student and professional behavioral competencies in interprofessional collaboration real time were devised.

SEPTEMBER 28, 2017

5:00 PM POSTER SESSION

BALLROOM A - B

Palliative Care in the MSW Curriculum: A Survey of MSW Programs in the US and Canada

Cathy Berkman, PhD, MSW, Fordham University

Abstract data from a study on palliative care content in MSW curricula will be presented. Results of a content analysis of course syllabi will include the topics covered in each syllabus, the focus for that topic (clinical, policy, ethics, or administrative), and the number of weeks for each topic and focus. Recommendations for preparing students for practice will be discussed, including preparing MSW graduates for both non-specialty and specialty palliative care practice.

Pilot Implementation of a Low-Literacy Zone Tool for Heart Failure Self-Management

Dan Weiss, DNP, RN, CHPN, California State University San Marcos

Heart failure (HF), affecting 6.5 million Americans, contributes significantly to annual healthcare costs. Palliative care (PC) decreases HF patients' symptom burden, readmissions, and costs. Self-care tools with color-coded zones (green=stable; yellow=caution; red=take action) help patients recognize and respond to HF symptoms and reduce readmissions and costs. This quality improvement (QI) project evaluated the feasibility of implementing a self-care tools with color-coded zones to help patients recognize and respond to symptoms; the study shows the tool's effect on self-care and quality of life (QoL).

The Role of Empathy in Teaching Palliative Care

Matthew Moore, JD, MPH, California State University, East Bay

The development of empathy skills is a key component influencing the quality of end-of-life care, particularly palliative care and hospice care. Though much of clinical pedagogy revolves around complex technological interventions to treat patients, end-of-life care is unique in that it requires a stronger focus on meeting patients' subjective emotional needs. Pedagogy that emphasizes exploring the personal lived experience of illness, disease, and dying is critical in helping students develop their empathetic response to pain and suffering, a skill which is central to caring for patients at the end of life. This poster will discuss examples of pedagogical approaches to developing and enhancing the empathy skills of undergraduate students in the CSU East Bay Health Sciences program.

Transforming Care by Engaging Patients as Palliative Care Advocates

Shirley Otis-Green, MSW, MA, ACSW, LCSW, OSW-C, University of Maryland

This project recruited 15 seriously ill e-Patients (patients actively engaged in social media) to the Coalition for Compassionate Care of California's annual Palliative Care Summit to test the feasibility of having patient advocates prepared to increase consumer awareness of palliative care principles. The poster demonstrates data from a social media campaign (with a variety of blogs, articles and interviews) to drive demand for transformation in end-of-life care.

Unrepresented Patients: An Interdisciplinary Approach to Medical Decision-Making

Michael McDuffie, PhD, California State University, San Marcos

This poster outlines an interdisciplinary committee approach to decision-making for unrepresented patients, which has become common practice in California. Unrepresented or "unbefriended" patients lack both the mental capacity to make medical decisions for themselves, as well as qualified surrogates to make decisions on their behalf. The experience of one health care agency in devising its own policy, and legal developments that have jeopardized longstanding practices, will be reported.

Utilizing Narrative In Educating Baccalaureate Nursing Students On Palliative Care: The Importance of Sharing The Lived Experience

Toby Adelman, RN, PhD, San Jose State University

Julie Omsberg, RN, MSN, Kaplan University

To introduce the concept of palliative care into the curriculum of baccalaureate nursing school programs, this model enabled students to learn from experienced nurses who provide palliative end-of-life care to patients choosing to die at home. Bringing nurses who provide such care into the classroom setting, and utilizing the narrative method to tell students of their lived experience, provides intimate case stories to be shared, and enables students to question and learn in a manner that textbooks and lectures do not offer. Results include feedback from students on knowledge of advanced pain and symptom management, ongoing support, and making referrals.



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for Academic Palliative Care Education and Research

Join the Conversation



#hpmCSU17

FRIDAY

8:25 AM WELCOME

MAIN BALLROOM

Adam Shapiro, PhD, CSU Institute for Palliative Care

8:30 AM MORNING PLENARY

MAIN BALLROOM

Palliative Care and LGBTQ Persons: Countering Stigma and Nurturing Resilience

*Kimberly Acquaviva, PhD, MSW, CSE, George Washington University
Brian de Vries, PhD, San Francisco State University*

Providing LGBTQ-inclusive palliative care requires an innovative interdisciplinary approach to changing practice at the individual, family, and institutional level. In this session, the presenters identify reasons why little is known about healthcare disparities among LGBTQ persons receiving palliative care; help establish the ideal, essential elements of both an LGBTQ-inclusive healthcare provider and provider organization; and describe strategies for advancing LGBTQ-inclusive care that palliative care professionals can use to ensure that the needs of LGBTQ patients and families are met.



9:30 AM BREAK WITH EXHIBITORS

AMPHITHEATER FOYER

9:45 AM CONCURRENT SESSIONS

Paper Session: Pedagogical Innovations in Palliative Care BALLROOM B

Chair: *Cathy Berkman, PhD, MSW, Fordham University*

An Academic Solution: Teaching Roles and Priorities of Palliative Care Education, A Pediatric End-of-Life Simulation

Natalie Lodewyk, RN, MS, Santa Clara Valley Medical Center

Deborah Nelson MS, PHN, RNC-OB, San Jose State University

Nurses and other health care providers often learn palliative care in the moment, at the bedside, or from others with some experience. The presentation will discuss demonstrations and simulations designed to teach the roles of a bedside nurse in family-centered care. Methodology and results will be included. Presenters will then turn the discussion to the next step, to use these scenarios as a true interprofessional simulation across colleges and with community partnership, where nursing students, social work students and community-based chaplains interact as a palliative care team, allowing for academic and community partnerships to achieve best practices in palliative care in an academic setting.

A Model for Educating MSW Students in Specialty Palliative Social Work

Cathy Berkman, PhD, MSW, Fordham University

The role of social work on the palliative care team has been well-established, but there is a shortage

of social workers trained in palliative care. This shortage is expected to increase as the population ages, as patients with serious illness live longer, and as palliative care services expand in inpatient settings, community-based settings, and in long-term care. This presentation describes a Palliative Care Fellowship that was initiated to educate MSW students in specialty palliative social work. The presenter will describe the design of the program, including how administrative, faculty and financial support was attained, development of field placements and mentoring, and more, with challenges and solutions addressed.

Using Visual Methods for Reflection Processes in Palliative Care Education

*Bruce L. Arnold, PhD, University of Calgary
Linda S. Lloyd, DrPH, MPH, Public Health Consultant*

Charles F. von Gunten, MD, PhD, OhioHealth

This paper describes the researchers' work with first-year palliative medicine physician fellows, which aimed to help the fellows gain personal and professional skills for positive, hopeful, and even peaceful perceptions of death and dying. Visual narratives and metaphors were used to promote empathetic, compassionate skills that complement and extend communication in clinical practices, and as a teaching resource to help learners identify and express ineffable feelings from ambiguous and chaotic experiences, skills that can be used throughout time for personal reflection and self-care.

SEPTEMBER 29, 2017

9:45 AM CONCURRENT SESSIONS

Workshop: How to Identify the Stages of the Geriatric Life Cycle and Prognosticate Patient-Centered Outcomes Associated with Each Stage MEETING ROOM A

Daniel Hoefer MD, Sharp Healthcare

Historically research has deliberately excluded persons over the age of 75, the terminal and pre-terminal, and those with multiple comorbidities. Yet these demographics are some of the fastest growing in our population. Developing the professional skill to address patient-centered outcomes, such as maintaining a person's cognitive or functional status or living independently, is increasingly important. This workshop will aid palliative educators and clinicians with tools and metrics for prognosticating and assisting patients in effective risk-bearing decision-making.

Workshop: Mindfulness: Integrating Mind, Soul, and Neuroscience in Education and Practice MEETING ROOM B

Jerome Front, MA, LMFT, Pepperdine University

Serious illness, transition and loss can be an emotional roller coaster for families, as well as for palliative care professionals. Developing burn-out, emotional fatigue and shutting down may also occur. This workshop will review recent research on mindfulness, and summarize

practical ways mindfulness can be taught to staff and integrated into therapy. Participants will learn how mindfulness can be used for therapist self-care, how it builds essential, relational / clinical qualities, and will incorporate learning methods for both teaching and practicing mindfulness.

Workshop: Interactive Interdisciplinary Simulation for End-of-Life Education BALLROOM A

*Carolyn Ackerman, EdD, MS, RN, CHPN, Regis University
Bianca Calderon, PharmD, BCPS, Regis University*

Nursing and other health care professional programs have an increased obligation to provide end-of-life education in curriculum. Preparing students to work as members of an interdisciplinary team before they graduate can help facilitate providing best practice in the clinical settings. The presentation will describe interactive simulations on end-of-life and palliative care, such as real-life family meetings with role play among students participating as either the patient, family member, or hospice and palliative care interdisciplinary team member. Debriefing will also be covered, so institutions can use similar interdisciplinary end-of-life education, simulation and debriefing processes to advance end-of-life education.

10:45 AM **BREAK WITH EXHIBITORS**

AMPHITHEATER FOYER

11:00 AM **PLENARY PANEL: 2016 SEED GRANT RESEARCH** MAIN BALLROOM

SEED GRANTS SUPPORTED BY THE GARY AND MARY WEST FOUNDATION

Moderator: Greg Norman, PhD, West Health Institute

Culturally Tailored Goals of Care Conversations at End of Life

Ronit Elk, PhD, University of South Carolina

In this research, a community advisory group was identified and invited to participate in this study; local pastors also were invited, all of whom aided in recruitment of study focus group participants. Focus group outcomes will be discussed, with attention to next steps in developing training for physicians on cultural preferences regarding end-of-life discussions among elderly, southern, African American patients.

The High Fidelity Simulation in Interprofessional Education to Improve Palliative Care Project

Joy R. Goebel RN, MN, PhD, FPCN, California State University Long Beach

Steve R. Wilson, PhD, LCSW, California State University Long Beach

There is strong evidence that healthcare delivered by well-functioning teams leads to improved outcomes for patients and families. However, the disciplines of social work and nursing frequently educate their students for professional teamwork in discipline-specific silos. This research employed the use of High Fidelity Simulators (HFS: computer driven mannequins) to simulate communication conflicts among seriously ill patients and families. Review of the work and student evaluations will be included.

FRIDAY SEPTEMBER 29, 2017

Measuring Undergraduate Nursing Student Knowledge in Palliative Care Delivery

*Raeann G. LeBlanc, DNP, GNP-BC, ANP-BC, University of Massachusetts Amherst
Olga Ehrlich, PhD, RN, CHPN, University of Massachusetts Amherst*

This study explored whether palliative care education woven into an existing undergraduate nursing course improved knowledge and satisfaction among students; if it would be feasible to include this educational enhancement in the curriculum; and how to measure reliability of the Palliative Care Quiz for Nurses (PCQN). The analysis will discuss if palliative care education woven into an existing undergraduate course will effectively assist future nurses in achieving foundational palliative nursing knowledge and skills.

Making Autobiographical Music: Creatively Engaging College Students in Palliative Care

Lori Montross-Thomas, PhD, University of California San Diego

Music enhances the quality of life for patients with dementia, leading to its frequent implementation in palliative care. This study focused on testing the feasibility of training college students to provide autobiographical music (music that is personally reminiscent and directly tied to positive or significant events in patients' lives). This presentation highlights the pilot results of how autobiographical music influenced levels of social engagement and self-reported pain for people with dementia. Lessons learned from the study will be shared so that others may gather ideas for how to incorporate similar projects in their college classrooms.

12:00 PM LUNCHEON

MAIN BALLROOM

ANNOUNCEMENT OF 2017 SEED GRANT AWARDEES

*Moderator, Brenda Schmitthenner, MPA,
Gary and Mary West Foundation*



1:30 PM CLOSING KEYNOTE

MAIN BALLROOM

Making Space for Palliative Care: A Conversation Among Friends on the Academic Preparation of Health Professionals

*Charles F. von Gunten, MD, PhD, OhioHealth
Helen McNeal, BBA, CSU Institute for Palliative Care*

The tipping point has been reached. Palliative Care is now the “must have” clinical program in the U.S. and around the world. Now the challenge falls to academia to prepare the workforce that will provide palliative care once they join the workforce. Over the course of her career, Helen McNeal has been able to reproducibly introduce palliative care curriculum into existing programs of nurse, physician, social worker, chaplain, and therapist education programs where she was initially told, “Sorry, the curriculum is already full” or “Please do this, but there’s no money to support it.” In a conversational format, Helen McNeal, Founding Executive Director of the CSU Institute for Palliative Care will reflect on what she has learned so that others may do likewise. The insights she brings don’t come from a textbook; they come from having lived the experience, including learning from the mistakes along the way. Listen in, as a way to capture those pearls that only come from someone who has “been there, done that.”



2:30 PM CLOSING REMARKS

MAIN BALLROOM

Jennifer Moore Ballentine, MA, Incoming Executive Director, CSU Institute for Palliative Care

3:00 PM ADJOURN

GENERAL INFORMATION

CONTINUING EDUCATION

The National Symposium for Academic Palliative Care Education and Research offers continuing education hours through California State University San Marcos Extended Learning, approved by the California Board of Registered Nursing and the Board of Behavioral Sciences, and has obtained credentialing through The Doctors Company to offer continuing medical education credits.

CE HOURS:

Participants will be provided sign-in and sign-out rosters at the Symposium's registration tables to document the hours of their participation in the Symposium. Certificates of Completion commensurate with the hours in attendance will be emailed within three weeks following the conclusion of the Symposium. If you do not receive your Certificate of Completion, please contact the Institute via email at palliativecare@csusm.edu, or via phone at 760-750-4006, to obtain your Certificate of Completion.

CONTINUING MEDICAL EDUCATION:

This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of The Doctors Company and California State University Institute for Palliative Care. The Doctors Company is accredited by ACCME to provide continuing medical education for physicians.

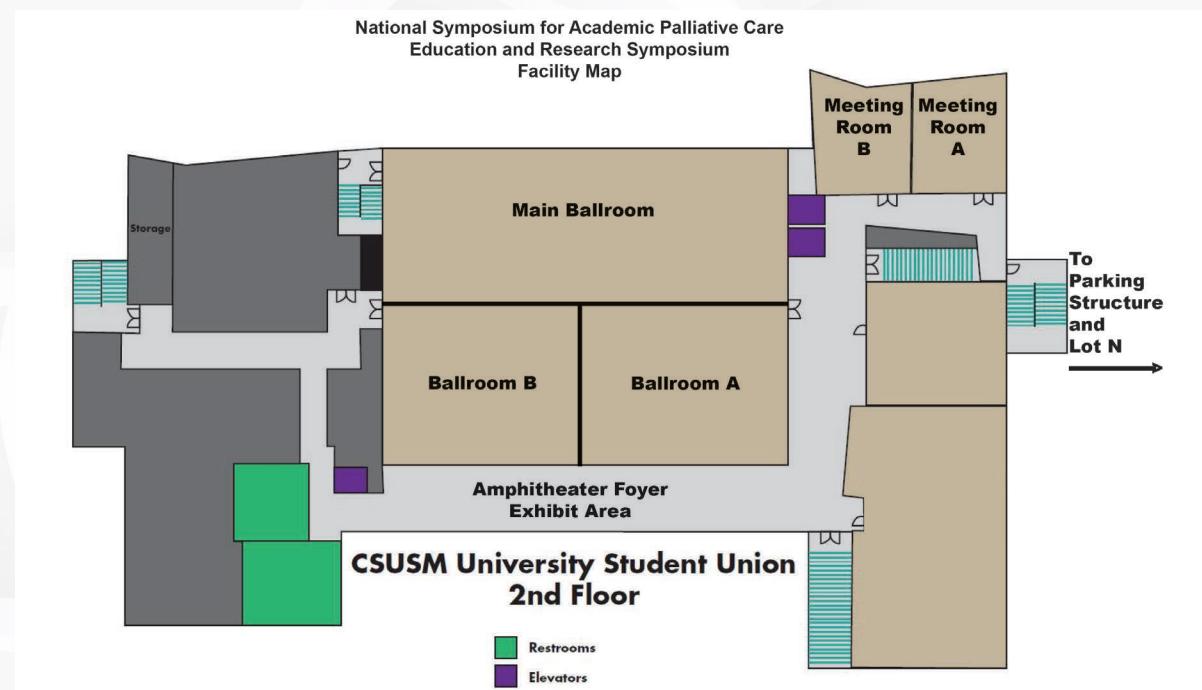
The Doctors Company designates this live activity for a maximum of 12.75 AMA PRA Category 1 Credits™. Physicians should only claim the credit commensurate with the extent of their participation in the activity.

FACILITIES:

The Symposium is hosted on the campus of the California State University San Marcos, in the University Student Union Ballrooms and Meeting Rooms, located on the second floor of the USU. Meeting rooms are air conditioned so dress appropriately for comfort. Wifi is available for attendees.

Areas for making phone calls, using laptops or catching up on work can be found in the outdoor Amphitheater outside of the exhibit area, in corridors outside of the ballrooms and meeting rooms, in vacant meeting rooms when not in use for concurrent sessions, or the USU 4th floor coffee shop, lounge areas, or the rooftop patio. Wifi is available in these areas.

For any special needs you may have, or with specific questions, please contact Maria Brown at mbrown@csusm.edu.





2017 National Symposium for Academic Palliative Care Education & Research

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