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Meet the ICC Faculty



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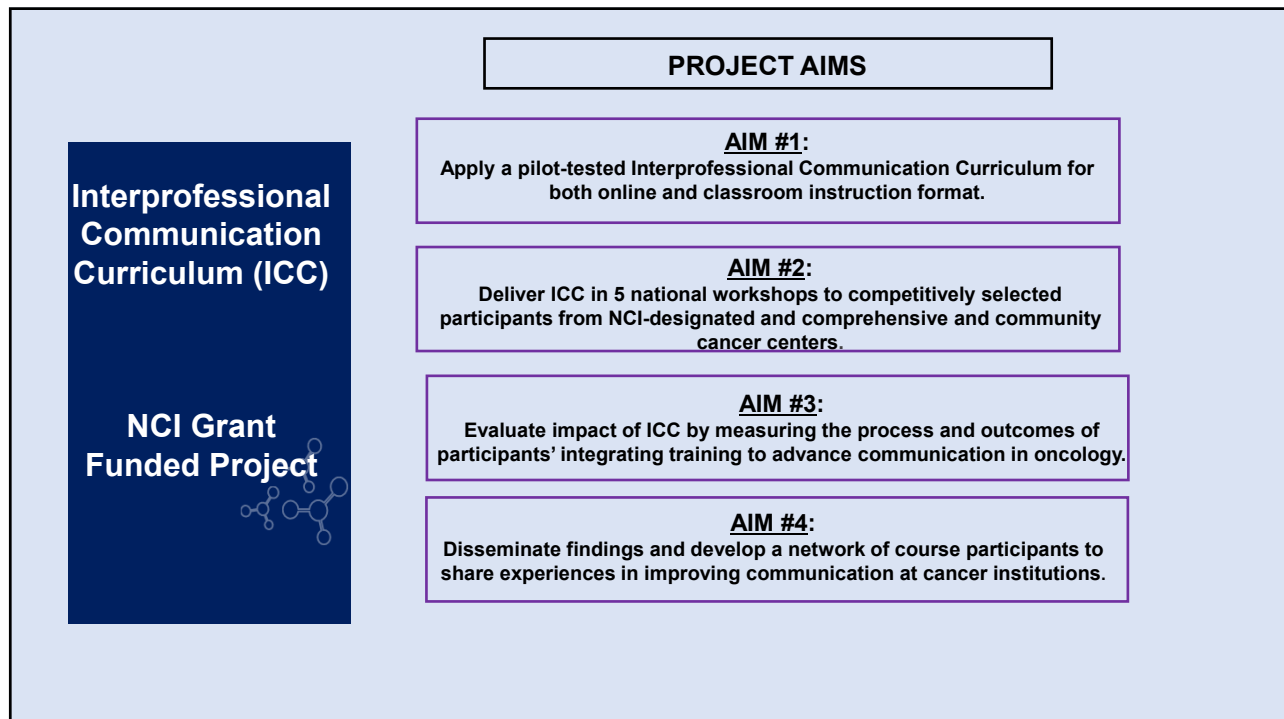
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Background and Purpose



- Effective communication is essential for delivery of quality cancer care
- Few clinicians receive formal communication skills training and report lack of funding and education as significant barriers
- Need for communication training tailored towards interdisciplinary team's role in patient-centered care and addressing communication across all aspects of care
- **Purpose:** describe the Interprofessional Communication Curriculum (ICC) program, a train-the-trainer course for oncology clinician dyads and provide pre-and-post course data evaluation on two cohorts

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ICC Principles, Development, and Course Materials



Principles

- Principles of Adult Learning
- Skills-building exercises & interactive discussions
- Train-the-trainer and goal-oriented



Curriculum Development

- Evidence-based curriculum
- Diverse team of specialists
- NCP Guidelines as foundation



Course Materials

- Syllabus, supplemental materials, lab session materials, & vignettes

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8 NCP Domains & Application to Communication	
<p>Domain 1: Structure and Processes of Care</p> <p>Improved communication skills training will be provided with an emphasis on improving structures</p>	<p>Domain 2: Physical Aspects of Care</p> <p>Focus is on the communication skills used in assessment of physical symptom management.</p>
<p>Domain 3: Psychological and Psychiatric Aspects of Care</p> <p>Focus is on communication of psychosocial concerns common in cancer for patients and family caregivers</p>	<p>Domain 4: Social Aspects of Care</p> <p>Address communication of social aspects associated with cancer and address effective communication approaches to access and respond to social concerns.</p>
<p>Domain 5: Spiritual, Religious and Existential Aspects of Care</p> <p>Assessment of spiritual needs for patients and family caregivers and address effective communication approaches to encourage expression of spiritual needs.</p>	<p>Domain 6: Cultural Aspects of Care</p> <p>Assessment of cultural factors in diverse populations and address effective communication approaches that will facilitate attention to cultural diversity.</p>
<p>Domain 7: Care of the Patient Nearing the End of Life</p> <p>Communication of physical, psychosocial and spiritual needs as patients transition to end of life.</p>	<p>Domain 8: Ethical and Legal Aspects of Care</p> <p>Focus on discussion and initiation of advance directives for care at the end of life and discussion of ethical or legal issues that may impact patient decisions and care.</p>

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Communication Needs of Patients

- Information for informed choices
- Synthesize information
- Disclosure of feelings
- Verbalization of fears
- Sense of control
- Discussion about meaning of life
- Maintain hope
- Reassurance of pain/symptom management



Seccareccia et al., 2015; Stajduhar & Dionne-Odom, 2019

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Communication Needs of Family

- To be with the patient
- Information and frequent updates
- Permission to speak and be listened to
- Changes in patient's condition
- Assurance of comfort
- Open and honest communication
- Provide a safe space



Seccareccia et al., 2015; Stajduhar & Dionne-Odom, 2019

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Most Difficult Areas of Communication

- Discussing bad news
- Speaking with physicians about palliative care
- Discussing spiritual concerns
- Talking with patients/families from different cultures

Baile & Parker, 2017

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Assessing the Whole Person



- “Before we start, tell me a little about yourself...”
 - Goal:
 - To learn about their values, what gives them meaning and strength
 - To help them feel valued, heard, and respected

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Communication Skills for Symptom Management



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NURSE – Addressing Emotions

- Naming –normalizing
 - “Pain can make us feel anxious or worried and this is normal.”
- Understand – validating their emotions
 - “Pain can be overwhelming and even frightening.”
- Respect – recognizing their effort
 - “This is not easy and you are working really hard.”
- Support – they are not alone
 - “We are here to help you – this is a team effort.”
- Explore – examine strengths
 - “You have managed your pain in the past. What was helpful then?”

(Adapted from Back et al 2014)

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Culture Defined

- System of shared symbols
- Provides security, integrity, belonging
- Constantly evolving
- Making meaning of illness
- Not limited to race or ethnicity
- Influences response to illness



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Culture Defined

- Cultural humility: Admitting that you do not know about every cultural group and how this can affect patient care
- Three principles:
 - Self-reflection and lifelong learning
 - Patient-focused interviewing and care
 - Community-based care and advocacy
- "... a change in overall perspective and way of life"

Foronda et al., 2016; Rosa & Morin, 2017

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Communication Regarding Spirituality as an Aspect of Culturally Respectful Care

“**Spirituality** is the aspect of humanity that refers to the way individuals seek and express meaning and purpose and the way they experience connectedness to the moment, to self, to others, to nature, and to the significant or sacred.”

Puchalski, 2009

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Living With Questions...

- *“Tell me more about that...”*
- *“That must be difficult for you...”*
- *“I wonder what that is like for you?”*
- **...an Invitation to Go Deeper**

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FICA Spiritual Assessment

F – Faith, Belief, Meaning

- Is spirituality or faith important in your life? If so, how? If not, what gives your life purpose and meaning? For example, family, work, relationships, nature, the arts, ethics...?

I – Importance and Influence

- How does your faith or spirituality influence your life? Do your beliefs help you cope with stress? Is there anything you want us to know about how your faith or religion might influence your healthcare decisions?

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FICA Spiritual Assessment

C – Community

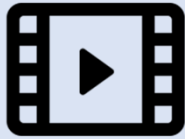
- Are you part of a spiritual or religious community? If so, is this community a support to you and how? If not, is there a group of people who are important to you for nurture and support?

A – Address/Action in Care

- What do you want us to keep in mind regarding your beliefs as we provide healthcare and support to you and your family? We have a chaplain who I think you would enjoy meeting. May I ask her/him to stop by?

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Spiritual Assessment (Non-Religious) Vignette



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Interprofessional Communication Curriculum (ICC)

Course Details

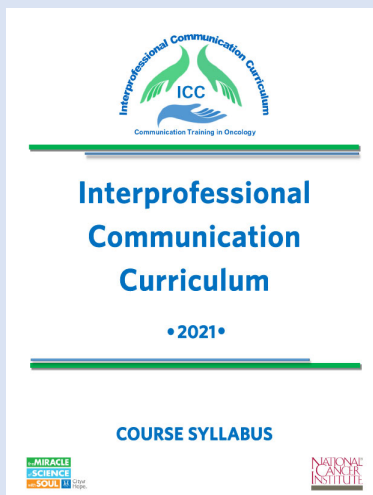
2.5-day courses (2021-2025)

Nationwide

Train-the-trainer + online learning modules

Teams of two adult oncology clinicians (100 per course)

RNs, SWs, and Chaplains only



Course Objectives

1. Identify the 8 domains of quality palliative care applicable across all stages of cancer.

2. Demonstrate skills in key clinical areas of communication through six lab sessions.

3. Develop goals for implementing the skills training in practice through process improvement, staff education, and clinical care.

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Course 1 (Virtual Jan 2021)
Course 2 (Washington, DC August 2021)
Course 3 (Portland, OR August 2022)

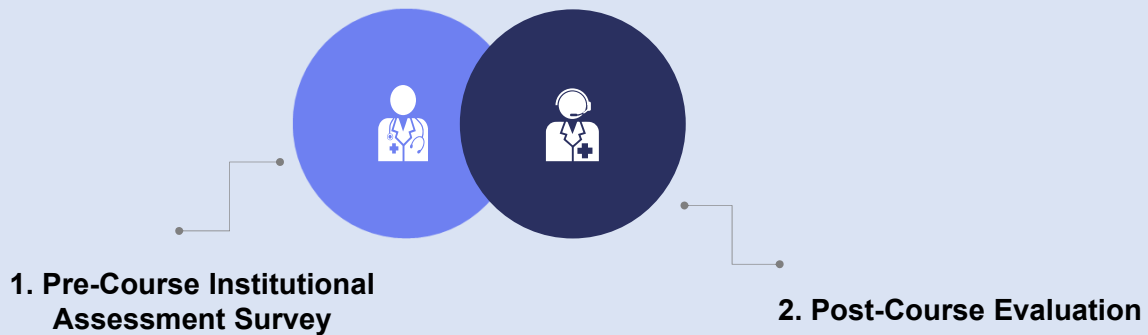
- Representing 24 states + DC
- 220 Participants (121 teams)
 - RNs = 51%
 - SWs = 34%
 - Chaplains = 15%
- Hospitals/oncology units represented 35%
- NCI Designated Cancer Centers represented 25%



Interprofessional Communication Curriculum Agenda

Day 1 Wednesday August 25, 2021		
Time	Module	Faculty
8:00 – 9:00	Welcome: NCP Guidelines as a Framework for Interdisciplinary Communication and Domain 1: Structure & Process of Care	Betty Ferrell
9:00 - 10:00	Domain 2: Physical Aspects of Care	Judith Palce
10:00 – 10:15	BREAK	
10:15 – 11:15	Lab Session: Communication Skills for Domain 2	All Faculty
11:15 – 12:15	Domain 3: Psychological and Psychiatric Aspects of Care	Myra Glajchen
12:15 – 1:15	LUNCH	
1:15 – 2:15	Lab Session: Communication Skills for Domain 3	All Faculty
2:15 – 3:00	Domain 4: Social Aspects of Care	Myra Glajchen
3:00 – 3:15	BREAK	
3:15 – 4:00	Lab Session: Communication Skills for Domain 4	All Faculty
4:00 – 4:15	Dismiss/Evaluations	Haley Butler
Day 2 Thursday August 26, 2021		
Time	Module	Faculty
8:00 – 8:15	Welcome	Betty Ferrell
8:15 – 9:15	Domain 5: Spiritual, Religious and Existential Aspects of Care	Trace Haythorn
9:15 – 10:00	Domain 6: Cultural Aspects of Care	Trace Haythorn
10:00 – 10:15	BREAK	
10:15 – 11:15	Lab Session: Communication Skills for Domain 5 & Domain 6	All Faculty
11:15 – 12:00	Domain 7: Care of the Patient Nearing the End of Life	Judith Palce
12:00 – 1:00	LUNCH	
1:00 – 1:45	Lab Session: Communication Skills for Domain 7	All Faculty
1:45 – 2:30	Domain 8: Ethical and Legal Aspects of Care	Myra Glajchen
2:30 – 2:45	BREAK	
2:45 – 3:15	Responsible Conduct of Research	Betty Ferrell
3:15 – 4:00	Quality Improvement Strategies and Measuring Outcomes of Improved Communication	Betty Ferrell
Day 3 Friday August 27, 2021		
Time	Module	Faculty
8:00 – 8:15	Welcome	Betty Ferrell
8:15 – 9:00	Implementation of Communication Skills into Practice	Haley Butler
9:00 – 10:00	Lab Session: Implementation of Communication Skills into Practice	ALL FACULTY
10:00 – 10:15	BREAK	
10:15 – 11:15	Presentation of Team Goals	ALL FACULTY
11:15 – 11:45	Summary, Evaluations, and Next Steps	Betty Ferrell

ICC Pilot Course Evaluation



Pre-Course Institutional Assessment

Overall, how important do you believe communication content is to oncology care?

- Average = 8.6 (0=Not Important 10 =Very Important)

How frequently in the past month did you provide spiritual care to a patient?

- Average = 2.7 (1=Not Often 5=Very Often)

What do you consider to be the greatest challenge to improving communication in your institution?

- Lack of knowledge in communication
- Lack of resources to teach communication
- Lack of funding for education

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Post-Course Evaluation

- Course met participant's expectations (4.8) & is useful to their practice (4.9)
- 6-and-12-month Follow-up:
 - 1,802 additional healthcare professionals trained
 - 1,083 nurses
 - 220 social workers
 - 87 chaplains,
 - 176 physicians
 - 236 others
- Pre-Course Goals
 - Staff education, training and mentorship
 - Institution-wide system changes involving communication
 - 54% completed or in-progress

Sample Evaluation Comments

"Great way to review & strengthen my communication skills and practice speaking about difficult subjects, especially religion and spirituality."

"Expertly instructed and organized. Rich content and materials that are highly comprehensive".

"The environment is safe and non-judgmental which allows us to learn, share, & participate in role playing."

"Invaluable information on assessing and managing the effects of psychological and psychiatric aspects. Attending students are all professionals. I feel empowered to go back to train others."

"Excellent speakers! Learned very useful tools in communication with patients, family. Can utilize similar tools on behavioral patients."

"The speakers provided really insightful and concrete information. Syllabus is very useful and practical."

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ICC Online Modules Development

- Supplement the in-person learning
- Six Modules
 - 30+ vignettes
 - Quizzes
- Free access for participants
 - Available for others to purchase
- Developed via Relias Academy
 - <https://reliasacademy.com/r/ls/store/>

The screenshot shows a web interface for an online module. On the left is a navigation menu with an 'Outline' section containing items like 'Introduction to Social Aspects of Care', 'Family Communication', and 'Steps that Help Improve the Effectiveness of Family Meetings'. The main content area is titled 'Social Aspects of Care' and 'Steps that Help Improve the Effectiveness of Family Meetings'. It includes a sub-header 'With the VALUE tool in mind, it is important to consider the various steps that help improve the effectiveness of family meetings. Select each tab to learn more.' Below this is a list of seven steps: 1. Preparation, 2. Introduction, 3. Assessment, 4. Prioritize, 5. Align, 6. Closing, and 7. Follow-up. The '5. Align' step is currently selected and highlighted with a green arrow. To the right of the steps is a list of bullet points: 'Deal with decisions that need to be made by achieving a common understanding of the issues', 'Find out if the patient had made their wishes about the decision known by asking, "Had [the patient] ever discussed what he would want or not want in this kind of situation?"', 'Reassure family members that they are making a decision about what is in the best interest of the patient, not necessarily what is in their own best interests', and 'Begin with open-ended assessments and...'. At the bottom right, there are 'PREV' and 'NEXT' buttons and a citation: '(Singer et al, 2016; Stajduhar & Dionne-Odom, 2019)'.

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**ICC Course at NCI
July 17-19, 2023**

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Thank you!

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Nursing Research and Education

Educational Opportunities

The Interprofessional Communication Curriculum

Interprofessional Communication Curriculum (ICC) is a new professional training program funded by the National Cancer Institute that focuses on communication training in oncology. Organized by the eight domains of the National Consensus Project Guidelines for Quality Palliative Care, ICC is a train-the-trainer course for interprofessional clinician teams to help prepare them to provide communication skills training at their home institutions. This free three-day course is designed for teams of two clinicians, consisting of nurses, chaplains or social workers who work in adult oncology. The two team members must be from different disciplines (e.g., a nurse and a social worker). All ICC courses will include skill-building exercises and interactive discussions to assist participants in integrating communication training into their clinical settings. Using a goal-directed method of teaching, ICC's interdisciplinary faculty will assist teams in developing three institutional goals for providing communication skills training to others. Starting in January 2021, ICC courses will be held each year nationwide for five years.

For more information or to speak to our project team, please contact Yesel Anvizi at yanvizi@coh.org or 626-218-2987.

• Please visit us at the ICC Website:
www.cityofhope.org/ICC

- Course Information
- Resources
- Application
- Learning Modules

• Want more information?

- Email us at: ICC@coh.org

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