



The role of shadowing in chaplain education: report of a study among palliative chaplains

George Fitchett, D.Min, PhD, BCC
Anna Lee Hisey Pierson, MDiv, BCC-HPCC
Christine Hoffmeyer, MDiv, BCC
Dirk Labuschagne, MDiv
Aoife Lee, D.Min, BCC
Sheryl Nicholson, MDiv, BCC
Karen Pugliese, MA, BCC
Nancy Waite, PhD, MDiv, BCC



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for Interdisciplinary Providers

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https://colemanpalliative.uchicago.edu/



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The Coleman Palliative Medicine Training Program

for Interdisciplinary Providers

Coleman Palliative Medicine Training Program for Interdisciplinary Providers

"Together we hope to improve the quality and access to palliative care for patients across the Chicago area and to build a lasting, support network of interdisciplinary palliative care providers."

- The number of palliative care programs & specialists are insufficient to meet patient need
- Team based, coordinated care across the continuum is essential to address the psychosocial and spiritual well being of patients and families
- A relatively small number of physicians receive ACGME fellowships annually
- The 2013 IOM Report emphasized the need to include chaplains & social workers into the care of people living with serious life threatening illnesses
- Very few advanced training programs exist for APN's, LCSW's or Chaplains in palliative care





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FIRST COHORT – PHYSICIANS and APN's

- Establish permanent local provider network to share resources & quality data
- Expand the pool of attending physicians & nurse practitioners with clinical competency in palliative care
- Increase hospice utilization, discussion of advance care planning, palliative care consultations, and reduce costs of care
- Increase patient, caregiver an consumer satisfaction with the quality of care
- Develop metrics for benchmarking palliative care service & hospice activities across Chicago communities



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Year 2 OVERVIEW – Cohort of Chaplains & Social Workers (Mentors & Fellows)

- EDUCATION: 2 day, bi-annual workshops
- PRACTICE IMPROVEMENT PROJECTS: implementing, evaluating, sustaining
- POSTER PRESENTATIONS at CLOSING CONFERENCE: winter of 2017
- PLANS FOR SUSTAINMENT





Coleman Palliative Medicine Training Program: Mentors

Roles, Responsibilities & Expectations

- Provide 48 hours of direct observation of your palliative care practice
- Communicate with program directors
- Participate in quarterly mentor conference calls with the program director to report on Fellows' progress and/or difficulties completing any portion of the training program
- Request assistance from the program directors at any time as needed, and alert program directors to any actual or foreseeable serious impediments as soon as possible
- Provide Workshop teaching
- Attend and co-lead sessions at biannual workshops and at the social worker and chaplain seminar series held 3 evenings in 2015 - 2017





Coleman Palliative Medicine Training Program: Fellows

Roles, Responsibilities & Expectations – Year One

- Attend 2-day workshops, twice a year. Social workers & chaplains are also expected to attend 3 evening seminars each year
- Complete pre and post tests and surveys
- Complete 20 hours of the self-directed, e-learning curriculum
- Submit an "Intent to Change" contract describing a practice improvement project
- Initiate and schedule monthly meetings with a program mentor
- Complete 20 hours of direct observation of mentor's palliative care practice
- Collect baseline data for practice improvement project
- Begin implementation of practice improvement project



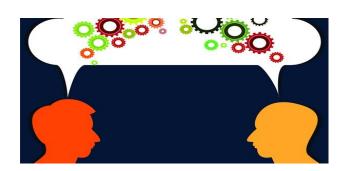


Coleman Palliative Medicine Training Program: Fellows

Roles, Responsibilities & Expectations – Year Two

- Attend 2-day workshops, twice a year. Social workers & chaplains are also expected to attend 3 evening seminars each year
- Complete an additional 20 hours of direct observation of mentor's practice (for a total of 40 hours)
- Maintain monthly consultation with mentors
- Collect and report preliminary data on the intervention
- Report service utilization and quality measures data





Development of a Qualitative Research Study

Purpose: to determine the impact of *shadowing* as an effective methodology for chaplain education/continuing education, training & supervision

- Current approaches to chaplaincy education
- Shadowing in chaplaincy education
- Non-chaplain shadowing
- Casey Clevenger, PhD
 - *structured interviews of 5 mentors and 7 fellows
 - *qualitative analysis & evaluation of the shadowing experience
- Methods





Outcomes of the Qualitative Research Study

Key findings from the qualitative analysis and evaluation of interviews with 7 fellows and 5 mentors.

3 MAIN THEMES

- Learning about palliative care
- Being a learner/teacher/mutual learner
 - Challenges & recommendations





Development of a Qualitative Research Study

Interview Questions

- What was most notable about your shadowing experience?
 What did you observe you would like to incorporate in your practice?
- What was it like to observe several different mentors in several different settings?
- What was it like to be observed if that occurred?
- How would you describe/evaluate the contribution of these shadowing experiences to your work as a chaplain? What, if anything, would improve the shadowing experience?





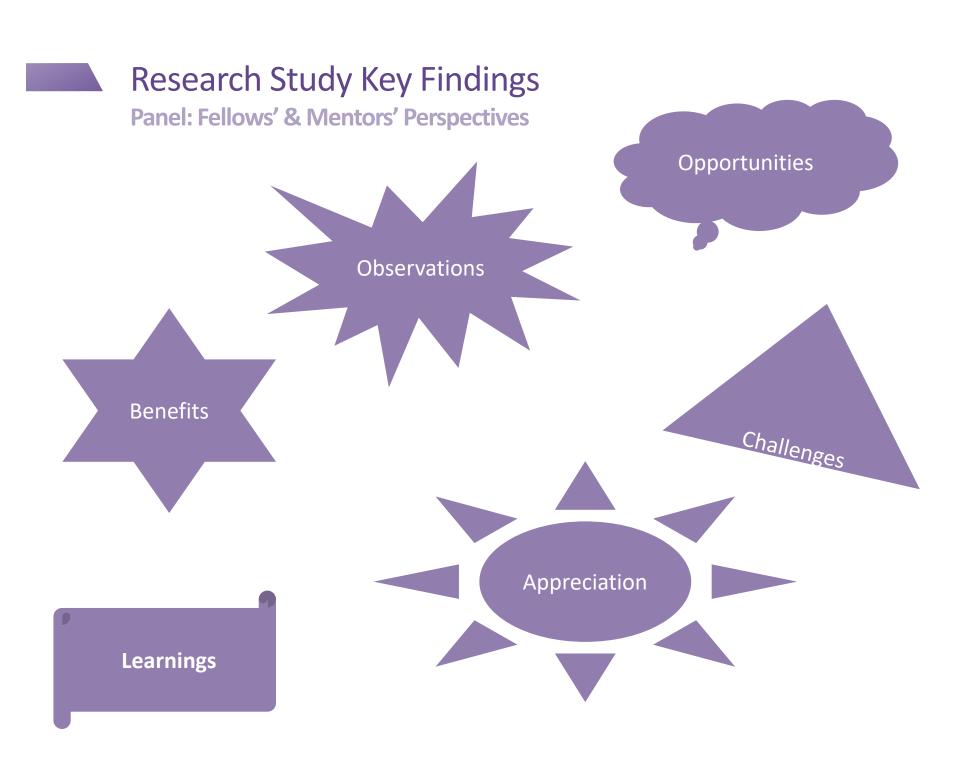
Development of a Qualitative Research Study

Interview Questions

- What is your opinion about the potential value of shadowing non-chaplain members of the Palliative care team? About having them shadow a chaplain?
- Would you recommend that shadowing be included in chaplain education or continuing education? Should shadowing continue to be part of the Coleman experience? Why?
- Anything else you want to tell us about your experiences with shadowing as part of the Coleman project or your views about the role of shadowing in chaplain education?







Research Study Findings

Interactive Panel Discussion

Implications of our findings for palliative care chaplains'

- Education
- Training
- Supervision
- Basic and continuing chaplaincy education and supervision







Questions?



NEXT STEPS...

Thoughts?

Ideas?

Suggestions?



Thank You!



