

# Creating Innovations to Address the Palliative Care Workforce Shortage

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July 31, 2019

The Center to Advance Palliative Care

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- **BRIEFING: Key Findings on the Perceptions of Palliative Care**

Thursday, August 8 at 2:00pm ET

- **Latest Trends and Insights from the National Palliative Care Registry™**

Tuesday, August 13 at 1:00pm ET

## → Virtual Office Hours:

- **Making the Case for Palliative Care: Demonstrating Value to Stakeholders**

Tuesday, August 6 at 2:00pm ET

- **Hospices Providing Palliative Care**

Wednesday, August 7 at 12:30pm ET

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# Disclosures

- Funded in part by the Josiah Macy Jr. Foundation.
- No conflicts of interest.

# Objectives

- Characterize the Hospice and Palliative Medicine (HPM) workforce
- Describe an innovation in HPM training
- Discuss strategies to implement innovations

# HPM Workforce

- 7,618 board-certified HPM physicians
- 115 HPM fellowship programs
- 325 annual HPM fellowship graduates

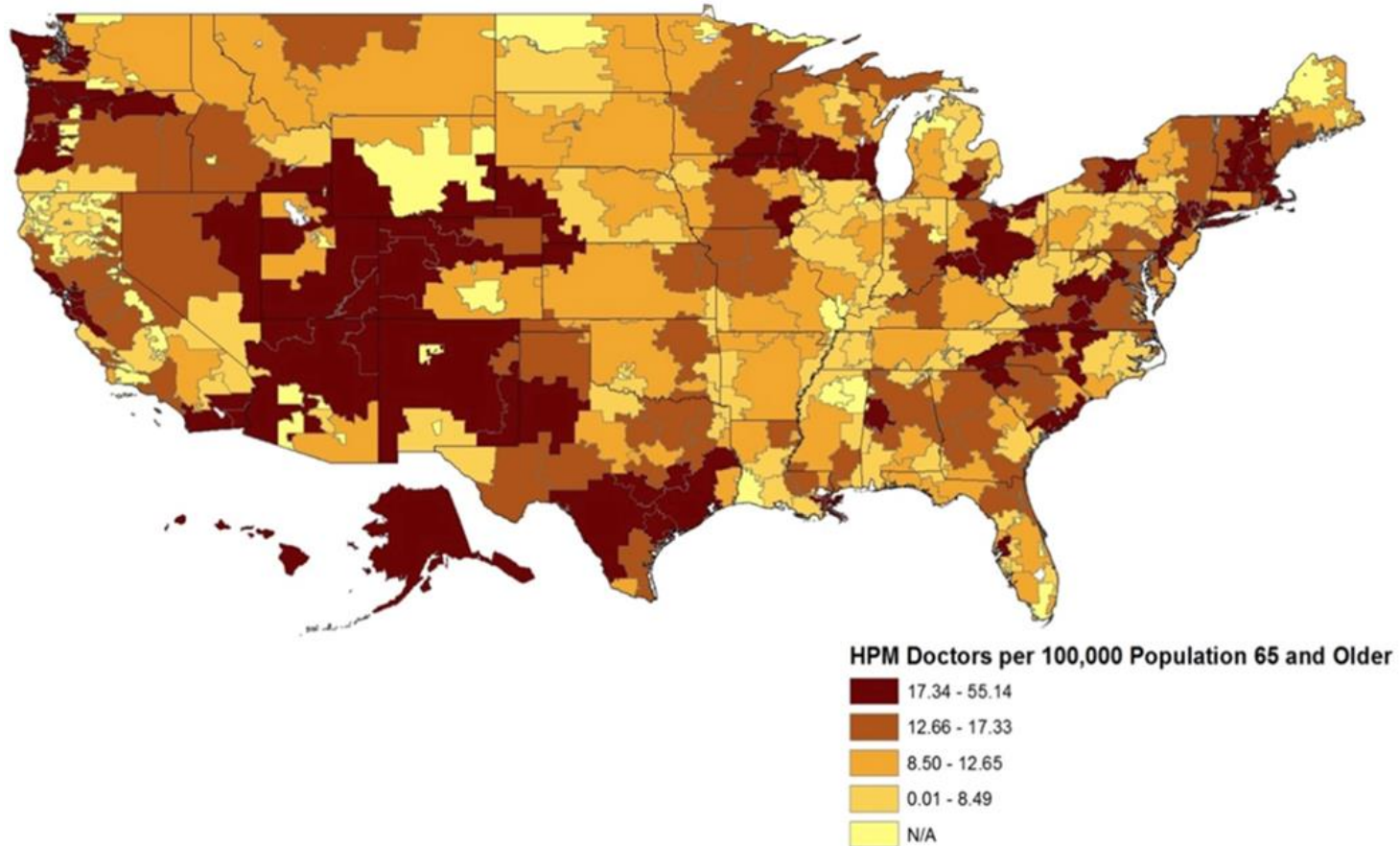
# US Demographic changes

Year	% > 65 years	% > 85
1960	9 % (17 million)	0.5 % (1 million)
2000	12% (35 million)	1.5% (4 million)
2030	22% (80 million)	2.5% (9 million)

US Census Bureau, The Older Population 2010

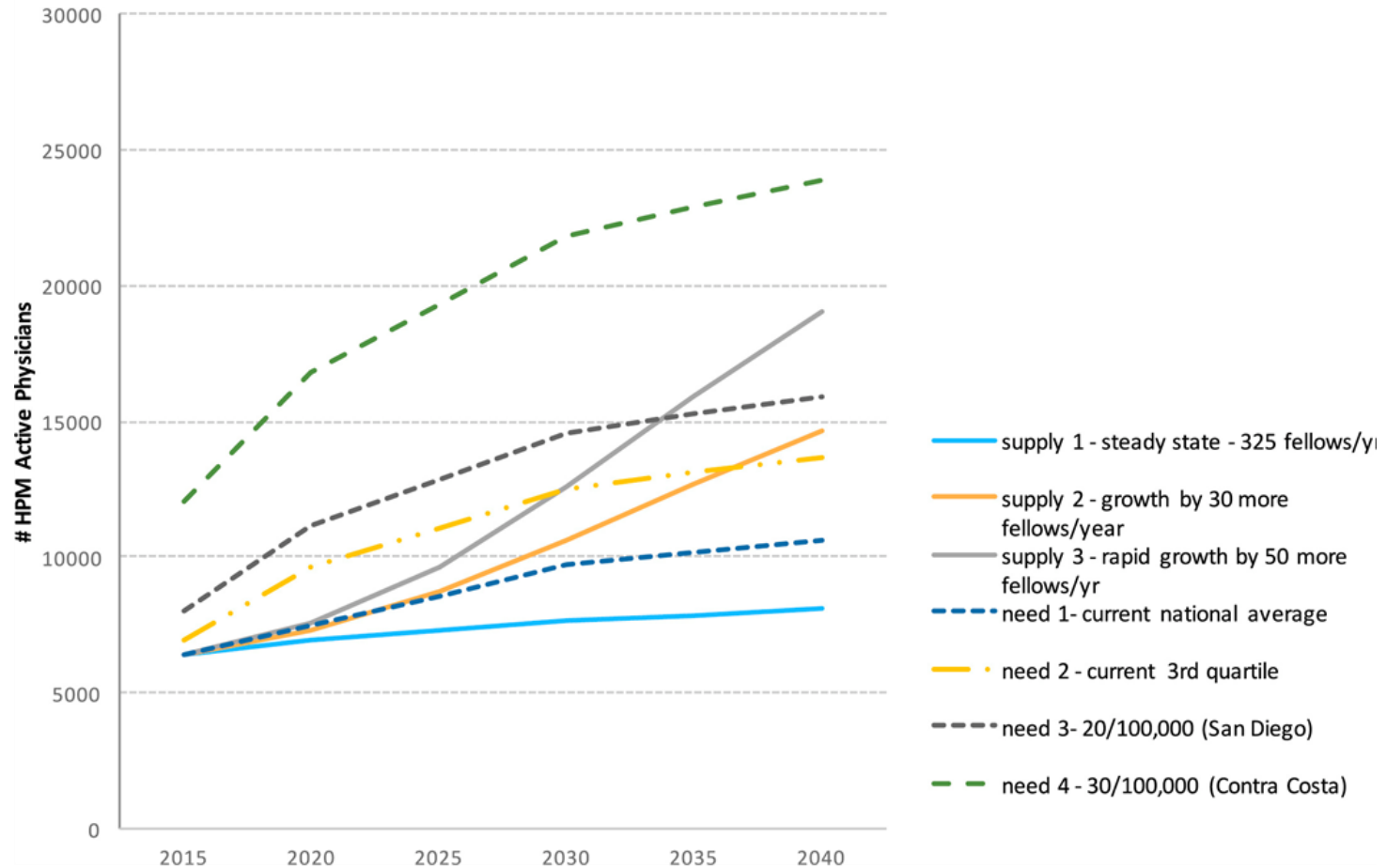


# Geographic Variation



*Journal of Pain and Symptom Management* 2018 55, 1216-1223DOI: (10.1016/j.jpainsymman.2018.01.011)  
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# Supply vs. Demand



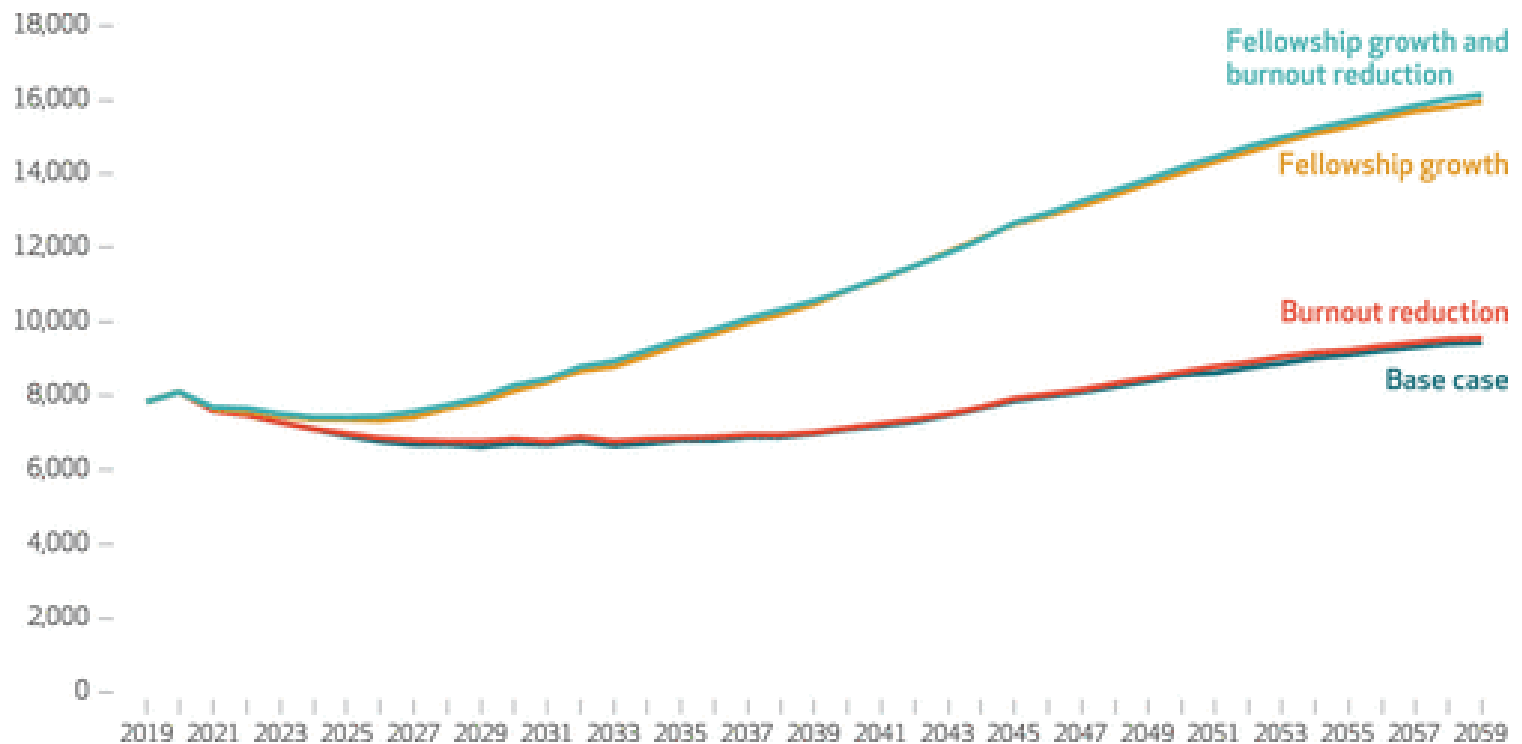
*Journal of Pain and Symptom Management* 2018 55, 1216-1223 DOI: (10.1016/j.jpainsymman.2018.01.011)  
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# Future Projections

- Workforce numbers declining
- Burnout increases likelihood of early exit
- New fellowship graduates do not replace workforce attrition

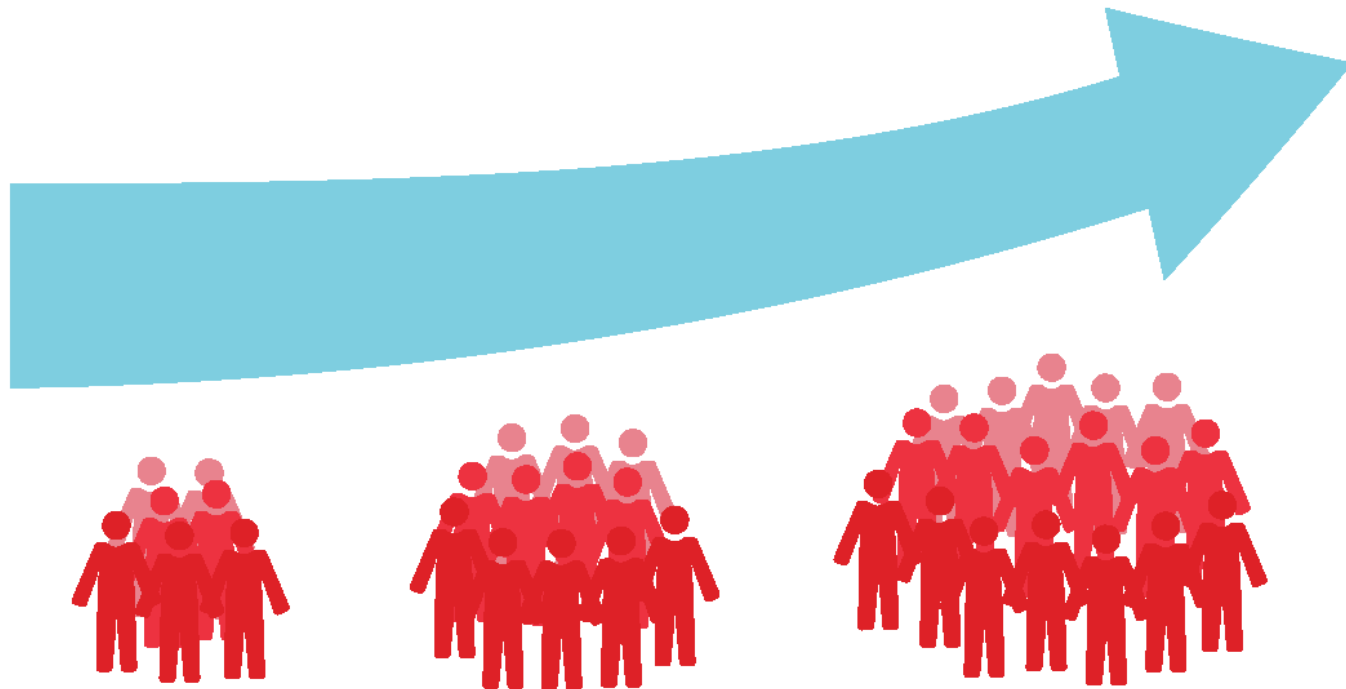
Kamal et. al., *Health Affairs* 2019 38 (<https://doi.org/10.1377/hlthaff.2019.00018>)

# Future Projections



Kamal et. al., *Health Affairs* 2019 38 (<https://doi.org/10.1377/hlthaff.2019.00018>)

# More HPM Graduates Needed



# Existing Training Models

- One-year HPM fellowship
- Part-time/shared position exception
- Masters and Certificate Programs
- Other Possibilities

# Barriers to Workforce Growth

- Recruiting residents
- CMS residency cap
- Funding for fellowship positions
- Educational capacity

# Thinking Outside the Box...





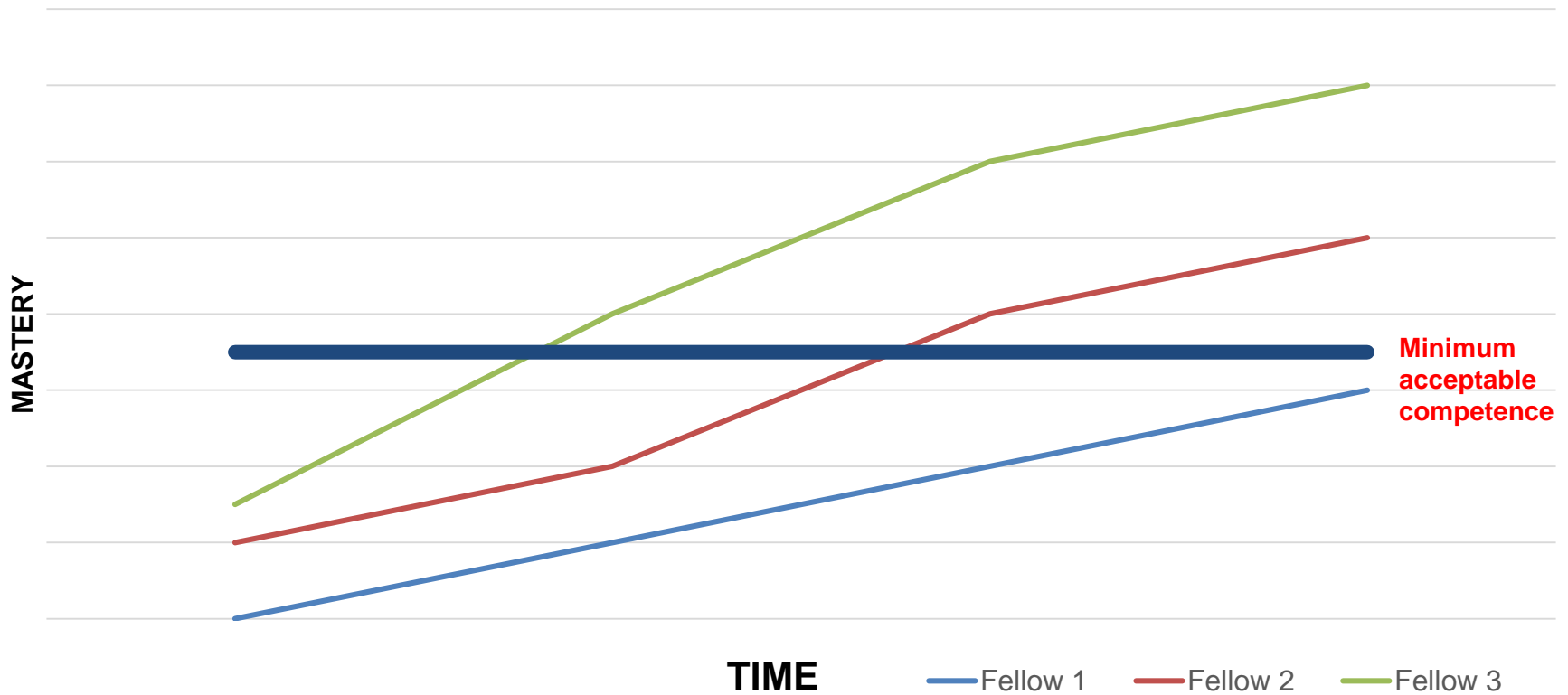
# Mid-Career Physicians

- Potential source of workforce growth
- Train in place
- Expand to under-represented specialties
- Lead education, research, QI

# Barriers for Mid-Career Physicians

- Professional responsibilities
- Personal considerations
- Transition back to trainee role

# Competency vs. Time-Based Training



# Foundations of CBME in HPM

- HPM competencies (2009)
- HPM assessment toolkit (2010)
- Entrustable professional activities (2015)
- Curricular milestones (2018)
- ACGME HPM Reporting Milestones (2019)

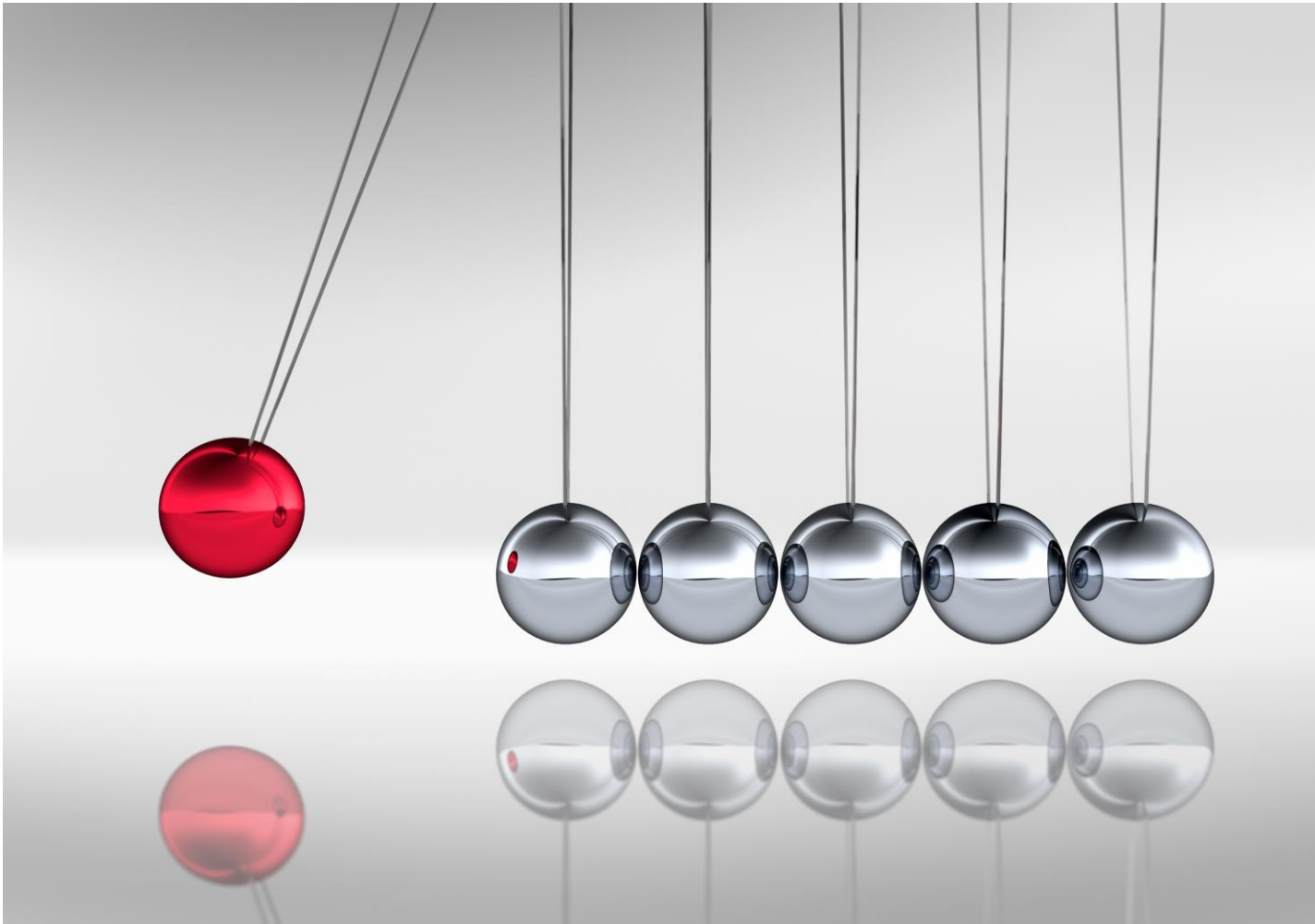
# Competency vs. Time-Based Training

	Time-Based	Competency-Based
<b>Curriculum</b>	Standardized	Individualized, iterative
<b>Assessment</b>	Indirect, often summative, variable frequency	Direct, frequent, embedded in program, multimodal
<b>Feedback</b>	Structured feedback at least twice per year	Frequent, individualized feedback
<b>Graduation</b>	Occurs after specified time frame	Occurs when competencies are mastered

# Prior CBME Innovations



# Penn Program Creation



# Building Blocks

- Faculty interest
- Institutional support
- ACGME
  - Advancing Innovation in Residency Education
- ABIM review and approval



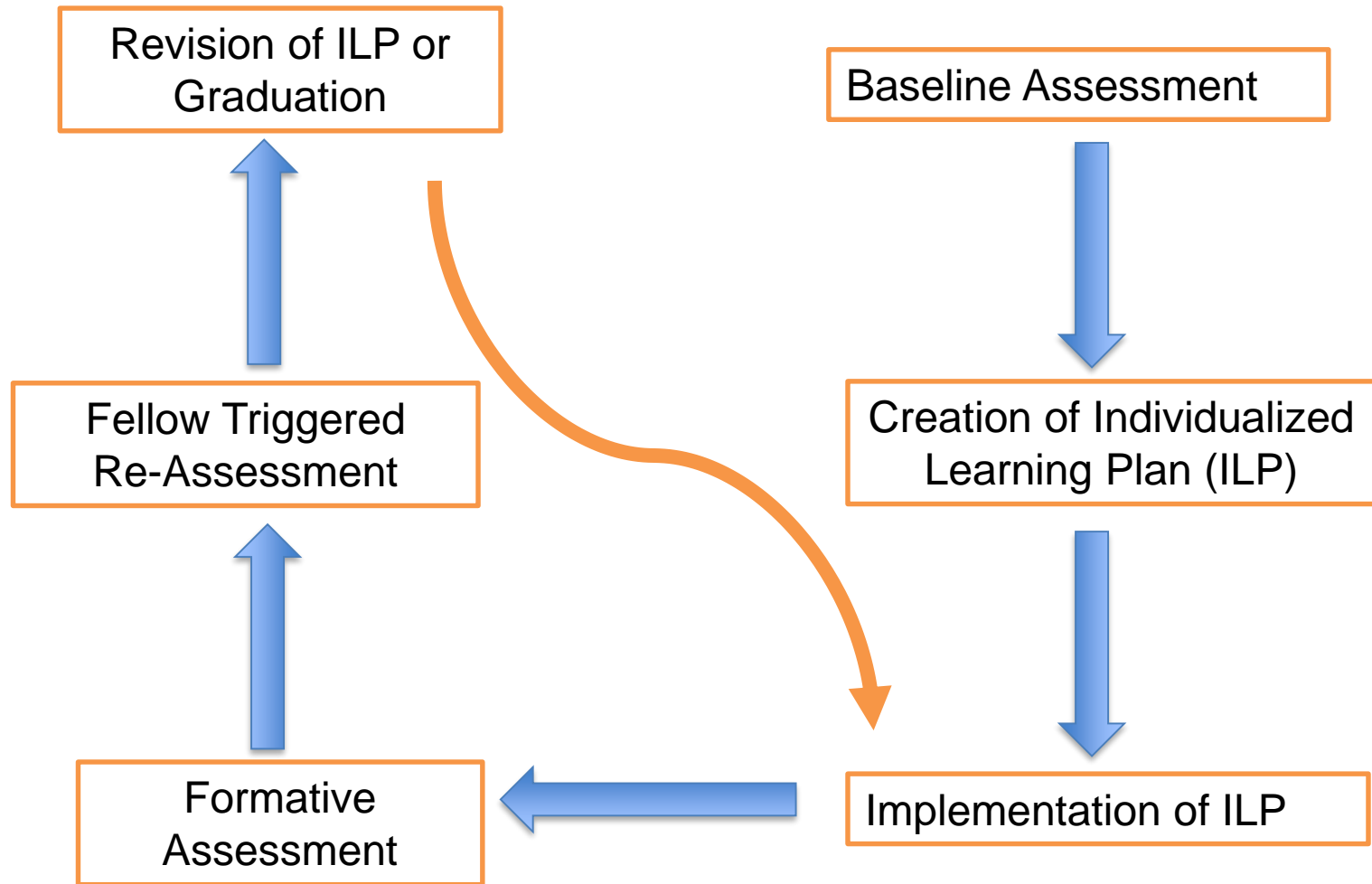
# Features of Penn Program

- Competency-based advancement
- Part-time, interrupted schedule
- Continue faculty responsibilities & Maintain Salary
- Integrated Practice Rotation
- Asynchronous education

# First Steps

- Identify mid-career candidates
- Identify core faculty
- Identify assessment tools and plan
- Create evaluation program

# Overview



# Programmatic Assessment

- Direct observation
- OSCE
- Multiple choice exam
- Evidence-based case log
- Chart-stimulated recall
- Multisource evaluation
- Narrative self-reflection

# Data Collection

- Number of patients
- Time on rotations
- Assessments
- Costs

# Challenges and Opportunities

- Faculty time to participate
- Resource intensive
- Faculty development in assessment
- Unknown impact on faculty, interdisciplinary team, existing programs

# Next Steps

- Develop partnerships at expansion sites
- Ensure availability at all programs with accredited fellowships
- Pilot program with other disciplines

# Can I do this too?

- Yes!
- Submit a proposal to ACGME
- Consider serving as an expansion site for the Mid-Career Fellowship!



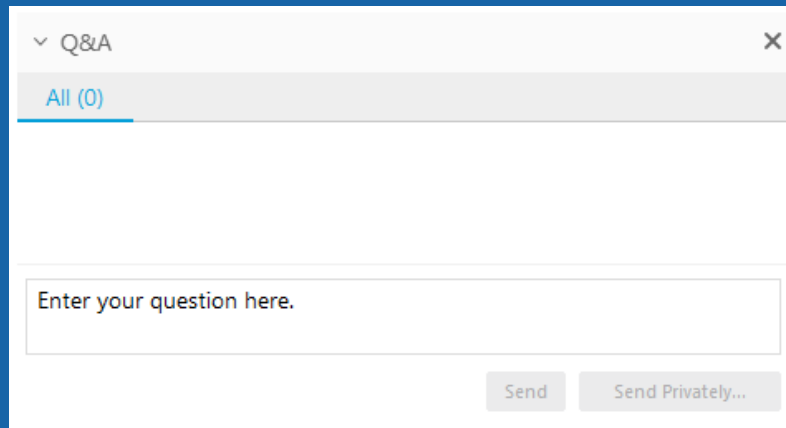


# Conclusions

- There is a need to develop innovative solutions to expand the HPM workforce.
- Competency-based education for mid-career physicians and other interprofessional team members could grow the workforce.

# Questions?

Please type your question into the questions pane on your WebEx control panel.



The image shows a screenshot of the WebEx Q&A interface. At the top, there is a header with a dropdown arrow, the text 'Q&A', and a close button 'X'. Below the header is a tab labeled 'All (0)'. The main area is a large empty text input field with the placeholder text 'Enter your question here.'. At the bottom right of the input field are two buttons: 'Send' and 'Send Privately...'.



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