BACKGROUND

- There are too few palliative care providers trained for resource limited settings
- International rotations positively impact learners
- International palliative care electives (IPCE) are scarce
- CU’s fellowships do not provide education on practicing internationally
- The CU Palliative care team has a relationship with a palliative care program in Uganda

OBJECTIVES

1. Conduct a needs assessment to gauge interest in an IPCE
2. Create IPCE curriculum

METHODS

Survey:
- Assess current and past fellows’ interest in IPCE and comfort practicing internationally
- 49 fellows identified from the traditional and community-based fellowships at CU
- 38 surveys sent
- Excluded: a fellow who did not complete the program, this author, those whose emails were unknown

Curriculum design including immersive experience abroad:
- Goal: develop the knowledge and skills needed to practice palliative care in resource limited settings
- Developed through interviews with Global Palliative Education Collaborative co-founder and general global health resources

RESULTS: CURRICULUM DEVELOPMENT

- Global Health Ethics
- Global Palliative Care 101
- SugarPREP Simulation Cases
- Ugandan Cultural Background
- Uganda’s health care system and state of palliative care
- Global Opportunities for Palliative Care
- Opioid Access and policies and Essential Medicines
- Moral Resiliency
- Fellows will spend 4 weeks in Mbale, Uganda
  - Fellows will lecture on at least one topic determined by the team’s needs
  - Fellows will divide their time between home visits and visiting JOY Hospice
  - Upon their return, fellows will present a palliative care grand rounds on their experience
  - Fellows will engage in a reflective writing exercise
  - Debrief sessions during and after fellows’ experience abroad

CONCLUSIONS

- There is a need for and interest in IPCE at CU
- Limitations include small sample size
- Next steps include implementing the curriculum

REFERENCES


