



**The Initiative for Pediatric Palliative Care**  
**Frequently Asked Questions**  
[www.ippcweb.org](http://www.ippcweb.org)

**What is The Initiative for Pediatric Palliative Care (IPPC)?**

IPPC is both an education and a quality improvement effort aimed at enhancing family-centered care of children living with life-threatening conditions. Education Development Center, Inc.(EDC), an international non-profit educational research organization based in Newton, Massachusetts is the lead organization, working in close collaboration with the National Association of Children's Hospitals and Related Institutions (NACHRI), the Society of Pediatric Nurses (SPN), the Association of Medical School Pediatric Department Chairs (AMSPDC), and the New York Academy of Medicine (NYAM). After five years of research and development, including the implementation of quality improvement projects at seven leading children's hospitals, IPPC has produced a comprehensive set of interdisciplinary and interactive educational resources aimed at enhancing culturally respectful, family-centered care of children living with life-threatening conditions.

**What are the components of the IPPC curriculum?**

Our peer-reviewed curriculum and award-winning video series contain more than 25 hours of instructional material organized around key domains of pediatric palliative care. The curriculum consists of five modules, each containing several activities:

- Engaging with Children and Families
- Relieving Pain and Other Symptoms
- Analyzing Ethical Challenges in Pediatric End-of-Life Decision Making
- Responding to Suffering and Bereavement
- Improving Communication and Strengthening Relationships

Each module is designed both to facilitate individual clinician learning and to support institutions wishing to strengthen their programs and services and, thus, focuses on knowledge, attitudes, skills *and* institutional systems change. Curriculum materials include: sample lectures and PowerPoint slides; evocative videotapes that link curriculum content to the life experience of children, family members, and professional caregivers; case-based seminars; helpful tools and resources; and descriptions of promising new practices in other institutions.

**What is distinctive about the IPPC curriculum?**

The curriculum includes learning activities and resources/tools that are behaviorally oriented, with the intent of helping clinicians and institutions overcome the barriers to translating knowledge into practice. Other distinctive features include our focus on culturally respectful, family-centered care, robust pedagogical techniques, interactive and interdisciplinary learning activities, the provision of curriculum materials free of charge, and the ease of access to all materials through the website. Family perspectives are incorporated in multiple ways: by offering learning activities that promote the building of strong relationships with children and families; by including innovative models and approaches for communicating effectively with parents and children; by creating a powerful videotape series through which children and family members speak in their own voices; and by integrating family members as teachers and learners in IPPC retreats

**How can I learn more about the IPPC curriculum and educational approach?**

Throughout 2005 and 2006, IPPC will be holding a series of educational retreats throughout the United States and Canada. These 2½-day events are designed for interdisciplinary teams of practitioners and bereaved family members from hospitals, hospice and home care organizations, neonatal units, community coalitions, and other groups serving children and families. Participants are given the opportunity to facilitate sessions from the IPPC curriculum in a train-the-trainer format, while also learning from our outstanding national faculty. Faculty members are pediatric palliative care leaders and bereaved family members specially trained in a collaborative and interdisciplinary approach to professional education. Plenary sessions tailored to regional needs and issues afford participants the opportunity to network with colleagues in their region. Participants at IPPC retreats characteristically describe their learning as transformative, identifying dialogue between professionals and family members, the emphasis on small group interactive education, and collaborative learning across disciplines as the highlights of their experience.

***IPPC retreats are currently scheduled in 2005-2006 in New York City, St. Louis, Baltimore, Syracuse, and Wheeling, WV. For more information, contact [ippc@edc.org](mailto:ippc@edc.org) and ask to be placed on our electronic mailing list.***