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| ***Lesson Plan*** | |
| **Topic** | Communication |
| **Teaching Unit** | **Communication with the Patient and his or her family: Assessment - 2h** |
| **Learning Outcome** | Understand how to fully assess patients and their families within a palliative care context. |
| **Summary** | Before starting any kind of intervention a holistic understanding of the whole patient system (patient and family) is necessary to suggest best possible treatment options.  The student should be empowered to conduct a holistic assessment of the patient and his or her family. The student therefore should understand and acknowledge the importance of a patient’s assessment including concerns both on a physical as well as on a psychologic, social and spiritual level. |
| **Learning Objectives**  **C- Cognition**  **S – Skills**  **A – Attitudes** | **Cognition**  The student…   * understands the process and strategies required in conducting a patient centred assessment. * can describe the process to establish patient understanding of his/her illness and the coping mechanisms. * is able to identify patient's individual and specific features of communication, also relating to the individual patient.   **Skills**   * demonstrates the ability to conduct a holistic assessment of a palliative care patient.   ***Attitudes***   * acknowledges the need to elicit all patients concerns – medical, psychological, social and spiritual. * acknowledges the uniqueness of each patient (ethnic, cultural, spiritual, and educational) and the importance of assessing patients’/ families’ understanding of illness. |
| **Learning Methods** | * C1: Seminar / flipped classroom / bed side training * C2: Online/ Medlang MOOC + seminar * C3: Online + seminar * S1: Bed side / seminar / simulation * A1: Bed side/seminar * A2: Self-directed reflection |
| **Timing** | Following the suggested Learning Methods above here **an example schedule** for a 90 minutes teaching unit:  **15 min** seminar with a short lecture on basic assessment principles regarding the topics mentioned under *Learning Objectives: Cognition* as well as on feedback rules used in small group work with simulated patients.  **60 min** (2 x 30 min) small group work with 2 parallel performed simulated patients’ scenarios in which trained actor patients challenge the skills of the students to demonstrate the ability to conduct a holistic assessment. A small group of 8 to 16 students should be divided by two (4 to 8 students) for the work in the simulated scenario (2 parallel scenarios!), there would be a change of the subgroups within the scenarios after 30 minutes. Only one student out of each subgroup could perform as a “doctor”, the others give feedback and reflect on the performances. The whole session is supervised by an academic moderator.  **15 min** self-directed reflection in pairs (1 to 1) regarding the last 75 minutes. 5 minutes for each student to reflect on one or more of the following questions. 5 minutes for each student to present one’s thoughts and ideas in relation to one or more questions out of the given catalogue. Leading questions could be:   * What were the learning goals today? * What could help to achieve these goals in the future? * How are you trying to achieve your learning goals? * How do you know if you have achieved your learning goals? * Why is it important to achieve these learning goals? * What were two major things you have learned today? |
| **Bibliography/Resources** | * *Oxford Textbook of Palliative Medicine*. Section 4: The interdisciplinary team. 4.2. Teaching and training in palliative medicine.  pp 146-53. Fifth Edition 2015; here: paperback edition 2018 * *Oxford Textbook of Palliative Medicine*. Section 6: Communication and palliative medicine. 6.1. Communication with the patient and familiy.  pp 337-44. Fifth Edition 2015; here: paperback edition 2018 |