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| ***Lesson Plan Proforma*** | |
| **Teaching Unit** | Teamwork and Self-Reflection |
| **Title** | **Palliative Care Teamwork and Team dynamics** |
| **Learning Outcome** | At the end of this teaching session the students will be able to recognize palliative care teamwork holistic approach, the role of each team member according to their expertise area, and how to provide feedback. |
| **Summary** | Palliative Care good practices are based on interdisciplinary work and multidisciplinary teams. The patient cantered approach of this specialty is leaded by the holistic care provided both patient and caregivers. All team members all able to provide physical, psychological, social, and spiritual support, but also there are professionals with more advanced skills in one of those specific areas, so is important to know when and how provide support and also when to open the entrance to other team members. |
| **Learning Objectives**  **C- Cognition**  **S – Skills**  **A – Attitudes** | Attitudes   * The students will understand how attitude influences the team and team members in a positive or a negative way   Cognition   * The students will understand that PC team’s dynamic is based on interdisciplinarity * The students will recognize the different professional roles and it complementarity in PC teams   Skills   * The students will be able to provide and receive feedback |
| **Learning Methods** | Team work learning  Role play |
| **Timing** | Total time teaching unit: 30 min self-study online materials  2h – seminar   1. 30 min: Online material for personal study, (team work situation video, reading material about teamwork and feedback)   + portofoliu TEAM WORK EXERCISE: You must make a written reflection on an experience lived as a student, during one of your clinical clerkships (it is better if it is an end-of-life experience), in which you participated in the team work deployed, following these instructions:  • Describe the selected experience to analyze, following the rubrics of steps 1 and 2.  • Writing reflection, following the rubrics of step 3 and step 4.   1. Seminar: 2 h  * 45 min: Students divided in groups answer 10 test questions, after each question each group explain why they choose that option, teacher help to resolve doubts * 45 min: Role play: Students divided in 3 groups – How to give feedback:   Feedback case scenario: each students team prepare it. At least one team perform in front of the whole group   * 30 min teacher leads a discussion related to how to provide proper feedback. |
| **Bibliography /Resources** | * Head BA, et al. Medicine as It Should Be: Teaching Team and Teamwork during a Palliative Care Clerkship. JPM 2010. Online 1 May 2018. <https://doi.org/10.1089/jpm.2017.0589> * EXTREMIS: NETFLIX * Feedback card Dalhousie University: https://cdn.dal.ca/content/dam/dalhousie/pdf/faculty/medicine/departments/core-units/DME/comm-skills/card\_feedback.pdf |