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| ***Lesson Plan Model*** | |
| **Teaching Unit** | Symptom Management |
| **Title** | **Principles of Symptom Assessment and Management** |
| **Learning Outcome** | Understand the core principles, diagnostics and treatment of common symptoms in palliative care. |
| **Summary** | As the diseases progresses the focus of care moves to ensure quality of life for patients and proper symptom management plays an important role. Students will learn about principles of symptom assessment and management |
| **Learning Objectives**  **C- Cognition**  **S – Skills**  **A – Attitudes** | **C- Cognition**   1. Discuss the principle of management of symptoms according to the stage of the disease and their impact on the patient and family 2. Appraise the similarities/differences in symptom management in Curative approach versus Palliative Care approach 3. Describe the principle of continuous and on-demand medication   **S - Skills**   1. Use a systematic approach (e.g. the OPQRSTUV framework) to investigate symptoms when undertaking a holistic assessment.   **A – Attitudes**   1. Identify the importance of the individual goals and concerns regarding treatment 2. Explain the value of the interdisciplinary approach to symptom assessment |
| **Learning Methods** | * Icebreaker * Lecture * Individual exercises and flipchart list * Case study * Reflection on experience * Portfolio of learning |
| **Timing** | **Class room teaching - 1hour**   * Icebreaker **- 2 min** * Lecture (principle of management of symptoms according to the stage of the disease) including similarities/differences in symptom management in Curative approach versus Palliative Care approach **- 15 min** * Exercises: formative assessment plus e-voting principle of management of symptoms according to the stage of the disease) **- 10 min** * Lecture (the interdisciplinary approach to symptom assessment; individual goals and concerns regarding treatment) **- 10 min** * Case studies discussed in plenary **- 10 min** * Conclusions, questions **- 3 min**   **Seminar/**Experiential learning through bed side observation - **1hour**   * Clinical discussion - Ward based bedside teaching: focus on taking a symptom history using OPQRSTUV assessment - **20 min** * For assessed patient develop symptom management plan 10 min (in pairs) applying principle of continuous and on-demand medication; whole group discussion 10 min – **20 min** * Reflection on experience: Reflect on the importance of the individual goals, concerns regarding treatment and the value of the interdisciplinary approach to symptom assessment - **10 min** |
| **Bibliography/Resources** | 1. Cherny, Nathan I., and Nicholas A. Christakis. *Oxford textbook of palliative medicine*. Oxford university press, 2011. 2. Larkin PJ, Dierckx de Casterle´ B, Schotsmans P. Transition towards end of life in palliative care: an exploration of its meaning for advanced cancer patients in Europe. J Palliat Care 2007;23:69–79. 3. Yates P. Symptom Management and Palliative Care for Patients with Cancer. Nursing Clinics of North America. 2017 Mar;52(1):179–91. <http://dx.doi.org/10.1016/j.cnur.2016.10.006> 4. Assessment, Physical. "Symptom Assessment Acronym" <http://www.fraserhealth.ca/media/SymptomAssessmentRevised_Sept09.pdf> |