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| ***Lesson Plan*** | |
| **Teaching Unit** | Self-care |
| **Title** | How to become a healthy professional |
| **Learning Outcome** | At the end of this teaching session the students will be able to understand the emotional impact of taking care of their patients. |
| **Summary** | Although empathy, compassion and patient centered medicine is the best way to practice medicine, we can´t deny that it can lead to physical and mental fatigue if it is not properly balance on a healthy way in every clinical practice and personal life. It is important to know how to deal with it and recognize when it is necessary to ask for help. It is very important that the students will be able to reflect over the impact of the patients emotions on their feelings to learn how to deal with it both for patients benefits and it´s own healthy development as professional and as a person. |
| **Learning Objectives**  **A – Attitudes**  **C- Cognition**  **S – Skills** | Attitudes   * The students will be open to deal with their feelings   Cognition   * The students will understand compassion fatigue * The students will understand that self-care is necessary   Skills   * The student will be able to reflect over their daily practice |
| **Learning Methods** | Lecture |
| **Timing** | Total time teaching unit: 1h  Lecture about the topic in which we propose the following scheme   * Thirty minutes dissertation about compassion fatigue and how to maintain a healthy balance with your everyday clinical practice. * Real live scenario, including professional and daily live, with personal and/or other colleagues experiences of how to put in practice a healthy balance.   + We offer an exercise using a movie scene for student’s self-reflection over their feelings and two proposals about exercises that the teacher can develop. We also said which one we consider will be the best one when possible. |
| **Bibliography/Resources** | * Mills J et al. Exploring the meaning and practice of self-care among palliative care nurses and doctors: a qualitative study. BMC Palliative Care (2018). <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5907186/pdf/12904_2018_Article_318.pdf> * Slocum-Gori S et al. Understanding Compassion Satisfaction, Compassion Fatigue and Burnout: A survey of the hospice palliative care workforce. Palliat Med 2011; 27: 172-78. |
| **Assessment** | * Know how test questions * Critical reflection: Exercise where the student has to do a critical reflection related to a challenging emotional experience lived during clerkships. UCSF LEaP guidelines. <https://www.mededportal.org/publication/9073/> |