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| ***Lesson Plan*** | |
| **Teaching Unit** | Teamwork and Self-Reflection |
| **Title** | **Limits and Goals of Medicine** |
| **Learning Outcome** | At the end of this teaching session the students will accept the shifts of goals of care during the end-of-life illness trajectory. |
| **Summary** | Modern Medicine is focus in the curative process. This approach normally leads to lose the balance between iatrogenic and benefits of medical procedures in advanced illness patients. Understand the illness trajectory as a patient personal process, will teach medical students to focus more properly in patients wishes and necessities, leading a more rational use of health resources, in order to provide benefits to their patients, realizing patient personal wishes and necessities. |
| **Learning Objectives**  **C- Cognition**  **S – Skills**  **A – Attitudes** | Cognition   * The students will understand death as a part of life and it is not a taboo * The students will understand the changes in our professional role when we cannot cure   Skills   * The student will understand end-of-life goals of care   Attitudes   * The students will understand that when we cannot cure there is still a lot to do |
| **Learning Methods** | Open discussion |
| **Timing** | Total time teaching unit: 1h  Lead a group discussion addressing the topic after a patient video recorded explanation of her/his illness experience:   * 20/30 minutes video   Video: WIT Emma Thompson 2001 part 9 (a metaphysic experience of death)  <https://www.youtube.com/watch?v=eucAdWW-4HM>   * 30 minutes discussion, professor should lead discussion with personal background on the topic.   If video not possible discuss about student’s reflection over a reading:   * Home reading reflection: Cicely Sounders “Watch with me”   <http://endoflifestudies.academicblogs.co.uk/wp-content/uploads/sites/22/2014/04/Watch-with-Me-full-text-2005.pdf> or  Eric Emanuel Smith “Oscar and the pink lady” or  Henry Marsh “Do not harm: stories of life, death and brain surgery” or  Eugene O´Kelly “Chasing daylight: How my forthcoming death transformed my life”   * 45 minutes discussion, professor should lead discussion with personal background on the topic. |
| **Bibliography/Resources** | * Cicely Saunders. Watch with me. A personal therapeutic journey. Page 31-39. <http://endoflifestudies.academicblogs.co.uk/wp-content/uploads/sites/22/2014/04/Watch-with-Me-full-text-2005.pdf> * Eugene O´Kelly. Chasing daylight: How my forthcoming death transformed my life * Henry Marsh In English: Do No harm: Stories of Life, Death and Brain Surgery |