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| ***Lesson Plan*** | |
| **Topic** | Psychosocial and Spiritual Aspects |
| **Title** | **Psychosocial Care.** |
| **Learning Outcome** | Understand the impact of disease on psychological and social functioning for patients (and their families) with chronic illness. |
| **Summary** | Doctors have an important role in supporting patients and families as they adjust to a life-limiting or terminal diagnosis. This includes showing empathy and compassion as patients and families experience emotional turmoil, deal with transitions of care and adapt to loss and change. This also includes addressing concerns regarding practical and financial issues at the end of life.  Culture is an important factor in determining how individuals experience and express pain, maintain hope in the face of a poor prognosis and make end-of-life care decisions. Culture is not limited to ethnicity and is influenced by factors such as age, gender, spirituality, spirituality, physical functioning, sexual orientation, gender identity, marginalisation, lifestyle and socioeconomic status. |
| **Learning Objectives**  **C- Cognition**  **S – Skills**  **A – Attitudes** | Cognition/ Knowledge:   1. Identify and describe role transitions and their effects (psychological, social and spiritual) on the patient and their family. 2. Identify how cultural (including religion) and ethnic differences may impact on psychosocial adjustment to disease. 3. Describe the expectations and roles within the multidisciplinary team in supporting/providing psychological and social care   Skills (will be monitored also during the clinical placement):   1. Demonstrate empathetic understanding of the psychological responses to stress/loss, and the link between coping and psychological dysfunction/disorders.   Attitude   1. Shows a commitment to support and engage with psychosocial issues. |
| **Learning Methods** | * Online self-paced learning * Online case studies (discussion boards) * Lecture * Bedside observation |
| **Timing** | Online self-paced online learning/lecture (~90 minutes)   * Types of psychological support for children and adults * Family support and communication * Children and vulnerable adults * Practical supports * Care planning * Formal family meetings   Online case study discussion boards (~30 minutes) and follow-up seminar (~30 minutes)  Bedside observation of social and culturally aware support for families dealing with the psychosocial impact of illness. (~30 minutes) |
| **Bibliography/Resources** | Grassi L, Caruso R, Sabato S, Massarenti S, Nanni MG. Psychosocial screening and assessment in oncology and palliative care settings. Frontiers in psychology. 2015 Jan 7;5:1485.  Kaasa S, Knaul FM, Mwangi-Powell F, Rodin G. Supportive care in cancer: new directions to achieve universal access to psychosocial, palliative, and end-of-life care. The Lancet Global Health. 2018 Mar 31;6:S11-2.  van der Steen JT, Radbruch L, Hertogh CM, de Boer ME, Hughes JC, Larkin P, Francke AL, Jünger S, Gove D, Firth P, Koopmans RT. White paper defining optimal palliative care in older people with dementia: a Delphi study and recommendations from the European Association for Palliative Care. Palliative medicine. 2014 Mar;28(3):197-209.  Weaver MS, Heinze KE, Bell CJ, Wiener L, Garee AM, Kelly KP, Casey RL, Watson A, Hinds PS. Establishing psychosocial palliative care standards for children and adolescents with cancer and their families: An integrative review. Palliative medicine. 2016 Mar;30(3):212-23.  Wiener L, Weaver MS, Bell CJ, Sansom-Daly UM. Threading the cloak: palliative care education for care providers of adolescents and young adults with cancer. Clinical oncology in adolescents and young adults. 2015 Jan 1;5:1.  **Online resources**  Palliative Care: You are a Bridge. This video animation compares palliative care to the foundation of a bridge. While illness may weaken the foundation, the palliative care team provides a stronger layer of support. <https://www.youtube.com/watch?v=lDHhg76tMHc> |