

Session 1. Introduction to Palliative care

Learning outcome: Describe and discuss critically the philosophy and practice of palliative care

Learning objectives:

A Cognition

- C – A1. Define palliative care
- C – A2. Explain holistic principles of practice for palliative care
- C – A3. Understand the impact for patients and their families of living with a life-limiting condition
- C – A4. Explain how palliative care fits within multidimensionality of the human being nature and how it addresses potential emerging needs (physical, emotional, social, spiritual) and potential needs

Curs

Video 3 min:

Diane Meyer https://www.youtube.com/watch?v=ttW8pxF_g4

C+S – A3. Understand the impact for patients and their families of living with a life-limiting condition – 15 min

Video

Palliative Care – Gabe’s story – 6:21 min

<https://www.youtube.com/watch?v=NkmzfNDhxx8>

Parents’ experience of care of their newborn child with a rare congenital life-limiting condition

Discussions:

Ask students to comment on the situation/state of the parents and the impact of palliative care received for their coping with a dramatic diagnosis of their child.

Ask them to list (individually) at least three characteristics of palliative care that they noticed from the video, as compared to the biomedical model of care they have been familiar with

C+S - A4. Explain how palliative care fits within multidimensionality of the human being nature and how it addresses potential emerging needs (physical, emotional, social, spiritual) and potential needs – 15 min

Case Study – 15 min

On a home visit to your patient, a 38 year old mother of two children ages 8 and 10, to follow up on her pain from progressive widely metastatic breast cancer. She states that she is a bad mother. When you ask why she thinks this, she responds, “I always used to enjoy preparing meals for my family and sitting with the children when they return from school to hear about their day. Now, I just feel too tired to fulfill my duties as a wife and mother. Frankly, I would rather take a nap. I feel so ashamed!”

Use this story or a case of your clinical practice. Ask students to close their eyes and imagine being the patient in the story. Read the story aloud, slowly enough to give students time to transpose themselves in the situation. After hearing the story, ask them to phrase their fears and concerns and write them on a flipchart. Group the problems identified under the 4 groups of needs (physical, psycho-emotional, social, spiritual). Conclude with comments of the students about the 4 groups of needs (importance, priority, holistic care)

B. Attitude

C – B1. Recognize and address the challenges / misconceptions about palliative care

Video. 1:28 min

<https://www.bing.com/videos/search?q=misconceptions+about+palliative+care&&view=detail&mid=65B28B6CB831AACF596065B28B6CB831AACF5960&&FORM=VRDGAR>

Session 2. Palliative care as an integrated medical discipline

Learning objectives:

A Cognition

C – A1 Discuss the illness trajectory

C – A2 Explain how palliative care fits within medicine and public health agenda

C – B3 recognise and respect the professional responsibility to care for people with life-limiting conditions and their families, to ensure comfort and dignity

O – A3 Discuss the challenges within the future development of palliative care at local, national and international level

B Attitude:

S – B1 Acknowledge and justify the integration of palliative care in the mainstream medicine-15 min

Post- field visit exercise.

Each student is asked to write down post-its at least 3 aspects that reflect the integration of PC in the mainstream medicine followed by plenary discussion with the group.

S – B2. Describe the value of integrating palliative care alongside the disease modifying therapies (e.g. palliative oncological therapies) 15 min

<https://www.youtube.com/watch?v=vS7ueV0ui5U> Scott Murray

sau

<https://www.bing.com/videos/search?q=early+integration+of+palliative+care&&view=detail&mid=B7E3B0FB4A12E9034623B7E3B0FB4A12E9034623&&FORM=VRDGAR>