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| ***Lesson Plan*** | |
| **Teaching Unit** | Teamwork |
| **Title** | Palliative Care Teamwork and Team dynamics |
| **Learning Outcome (Link to EAPC Recommendation)** | At the end of this teaching session the students will be able to recognize palliative care teamwork holistic approach, the role of each team member according to their expertise area, and how to provide feedback. |
| **Summary** | Palliative Care good practices are based on interdisciplinary work and multidisciplinary teams. The patient cantered approach of this specialty is leaded by the holistic care provided both patient and caregivers. All team members all able to provide physical, psychological, social, and spiritual support, but also there are professionals with more advanced skills in one of those specific areas, so is important to know when and how provide support and also when to open the entrance to other team members. |
| **Learning Objectives**  **A – Attitudes**  **C- Cognition**  **S – Skills** | Attitudes   * The students will understand how attitude influences the team and team members in a positive or a negative way   Cognition   * The students will understand that PC team’s dynamic is based on interdisciplinarity * The students will recognize the different professional roles and it complementarity in PC teams   Skills   * The students will be able to provide and receive feedback |
| **Learning Methods** | Team work learning  Role play |
| **Timing** | Total time teaching unit: 2h   1. Teamwork learning:  * Send in advance the theoretical materials so the students have read or studied it a bit (30 minutes work). We provide a power point that you can send in advance to the students as pdf for this. There is plenty of materials on line and you can send your own materials if it fits better to you. * Students divided in groups answer 10 test questions that we provide or the ones you prepare. They can respond it in ten minutes and then each group explain why they choose that option, teacher help to resolve doubts. You can use the power point provided, the video materials provided or the materials you prepare to resolve students doubts.  1. Role play:  * Feedback case scenario: each students team prepare it. At least one team perform in front of the whole group and teacher leads a discussion related to how to provide proper feedback. * We provide some feedback scenarios that you can use or use as an example to create your scenarios.  1. We provide an optional exercise, a reflective writing exercise that you can use to reinforce the session if you think it is useful. |
| **Bibliography/Resources** | * Head BA, et al. Medicine as It Should Be: Teaching Team and Teamwork during a Palliative Care Clerkship. JPM 2010. Online 1 May 2018. <https://doi.org/10.1089/jpm.2017.0589> * EXTREMIS: NETFLIX * Feedback card Dalhousie University: <https://cdn.dal.ca/content/dam/dalhousie/pdf/faculty/medicine/departments/core-units/DME/comm-skills/card_feedback.pdf> |
| **Assessment** | Choose one option   * Situational judgement test based on an online teamwork situation * Portfolio about and end-of-life situation during clerkships |