**SYLLABUS**

1. **Programme Details**

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| **1.1.** | **GRIGORE T. POPA UNIVERSITY OF MEDICINE AND PHARMACY IASI** | | | | | | | |
| **1.2.** | **FACULTY : MEDICINE / DEPARTMENT: MEDICALE 2** | | | | | | | |
| **1.3.** | **DISCIPLINE: PALLIATIVE CARE** | | | | | | | |
| **1.4.** | **FIELD of STUDY: MEDICINE** | | | | | | | |
| **1.5.** | **STUDY CYCLE: BACHELOR** | | | | | | | |
| **1.6.** | **PROGRAMME of STUDY: Medicine - English** | | | | | | | |
| 1. **Discipline Details** | | | | | | | | |
| **2.1.** | **Name of the Discipline: PALLIATIVE CARE** | | | | | | | |
| **2.2.** | **Teaching staff in charge with lectures: Associate Professor VLADIMIR POROCH** | | | | | | | |
| **2.3.** | **Teaching staff in charge with seminar activities: Associate Professor VLADIMIR POROCH** | | | | | | | |
| **2.4. Year** | | **III** | **2.5. Semester** | **I/II** | **2.6. Type of evaluation** | C1/C2 | **2.7. Discipline regimen** | **Mandatory** |

1. **Overall Time Estimates (hours/semester of didactic activity)**

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| * 1. **Number of hours per week** | 4 | **Of which: 3.2. lectures** | | 2 | * 1. **seminar/ laboratory** | 2 |
| * 1. **Total hours in the curriculum** | 18 | **Of which: 3.5. lectures** | | 4 | **3.6. seminar/ laboratory** | 14 |
| **Distribution of time** |  |  | |  |  | Hours |
| **Study time using coursebook materials, bibliography and notes** | | | | | | 15 |
| **Further study time in the libray, online and in the field** | | | | | | 5 |
| **Preparation time for seminars / laboratories, homework, reports, portfolios and essays** | | | | | | 10 |
| **Tutoring** | | | | | | 2 |
| **Examinations** | | | | | | 2 |
| **Other activities** | | | | | | - |
| **3.7. Total hours of individual study** | | |  | | | 32 |
| **3.8. Total hours / semester** | | |  | | | 50 |
| **3.9. Number of credits** | | |  | | | 2 |

1. **Prerequisites (where applicable)**

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| **4.1. curriculum** | Not applicable |
| **4.2. competences** | Not applicable |

1. **Conditions (where applicable)**

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| **5.1. for lecture delivery** | Not applicable |
| **5.2. for seminar / laboratory delivery** | Not applicable |

1. **Specific Competences Acquired**

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| **Professional Competences (knowledge and skills)** | * Drawing up the list of issues for patients in palliative care following a holistic evaluation and the completion of their management * The correct evaluation of pain and of its main treatment methods * The use of drugs which are representative for each step of the WHO analgesic ladder * Addressing the main symptoms in palliative care * Applying the algorithm for breaking bad news * The terminal phase protocol application |
| **Transversal Competences (roles, personal and professional development)** | * Correct assessment (medical history and clinical examination) of the patient * The use of verbal and non-verbal methods of communication * Initiation in the holistic approach of the patient |

1. **Obiectives of the Discipline (related to the acquired competences)**

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| **7.1. General Obiective** | Acquiring knowledge in order to provide palliative care to patients with chronic progressive life-threatening illness or terminal diseases and to their families |
| **7.2. Specific Obiectives** | 1. Understanding the concept of "Palliative Care" 2. Description of the holistic approach 3. Listing of palliative care team members and their roles 4. Definition of the concept of total pain 5. Correct and complete pain assessment 6. Description of WHO analgesic ladder, the knowledge of main opioids and how to use them 7. Getting familiar with diagnoses, goals of care and interventions specific to palliative care 8. Correct approach of the patient in the terminal phase 9. Knowledge of evidence-based interventions in addressing the main symptoms and specific palliative care emergencies 10. Getting familiar with the methods of communication with the patient and his family |

1. **Contents**

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| **8.1. Lecture** | | **Teaching methods** | **Comments** |
| Lecture 1. Definfition, principles of Palliative Care (PC). PC team in different services. Particularities of the holistic approach model of care. Beneficiaries and palliative care services. Pain and quality of life. Achievements in the field of palliative care in Romania at the legislative level, services, education | | Systematic exposure method, participatory lecture method, exposure to the opponent, interrogative methods, method of discussions, case study method, project or research topic. | Lecture length: 2 hrs |
| Lecture 2. Pain - definitions, classifications of pain, the concept of total pain, pain assessment. Treatment steps for the management of pain, the WHO analgesic ladder. The use of opioids in pain management. Barriers and myths related to treatment with opioids. Prescribing opioids in accordance with legislation in force | | Systematic exposure method, participatory lecture method, exposure to the opponent, interrogative methods, method of discussions, the method of introducing the problem, case study method, project or research topic. | Lecture length: 2 hrs |
| **Bibliography**  1. Canadian Guideline for Safe and Effective Use of Opioids for Chronic Non-Cancer Pain Part A: Executive Summary and Background; Part B: Recommendations for Practice (<http://nationalpaincentre.mcmaster.ca/documents/opioid_guideline_part_b_v5_6.pdf>)  2. List of Essential Medicines for Palliative Care IAHPC 2011 (<http://hospicecare.com/uploads/2011/8/iahpc-essential-meds-en.pdf>)  3. List of Essential Practices in Palliative Care IAHPC 2012  (<http://hospicecare.com/uploads/2012/2/IAHPC%20List%20of%20Essential%20Practices> %20FINAL%20%28table%29.pdf)  4. Serge Marchand. The Phenomenon of Pain. IASP Press, 2012  5. Twycross Robert & Wilcock Andrew, Symptom Management in Advanced Cancer - 4th Revised edition © palliativedrugs.com Ltd, 2009  6. Recommendation REC 24 (2003) of the Committee of Ministers to member states on the organisation of Palliative Care  7. Medical and linguistic palliative care toolkit. Educational material created within the Erasmus+ Programme project „Massive open online courses with videos for palliative clinical field and intercultural and multilingual medical communication”  (Ref. No. 2014-1-RO01-KA203-002940); Ed: Ovidiu Petris, Anca Colibaba - Editura Gr.T.Popa, 2017  ISBN 978-606-544-480-5 | | | |
| **8.2. Seminar / Laboratory** | **Teaching methods** | | **Comments** |
| 1.Presentation of palliative care service; definition of palliative care, types of services in palliative care, palliative care team; ethical dilemmas in palliative care. Holistic assessment of the patient in palliative care | Expository methods, exposure to opponent, interrogative methods, method of discussions and debates, the method of introducing the problem, case study method, demonstration methods, the method of practical exercises, simulation methods. | | 2 hrs |
| 2.Pain case studies, in depth study of using major opioids, legal aspects regarding opioids prescribing. Examples of using opioids according to WHO analgesic ladder | Expository methods, exposure to opponent, interrogative methods, method of discussions and debates, the method of introducing the problem, case study method, project or topic of research, the method of games, learning through research documents, demonstration methods, the method of practical exercises, simulation methods. | | 2 hrs |
| 3.Case studies of using co-analgesics. Side effects of using opioids and co-analgesics. Oral cavity problems in palliative care | Expository methods, exposure to opponent, interrogative methods, method of discussions and debates, the method of introducing the problem, case study method, the method of games, learning through research documents, demonstration methods, the method of practical exercises, simulation methods, clinical case presentations. | | 2 hrs |
| 4.The communication with the patient - general skills, breaking bad news - role play, simulation, discussion videos, exercises of active listening and emphatic responding. Breaking bad news protocol | Expository methods, exposure to opponent, interrogative methods, method of discussions and debates, the method of introducing the problem, case study method, the method of games, learning through research documents, demonstration methods, the method of practical exercises, simulation methods. | | 2 hrs |
| 5.Case studies – main symptoms in palliative care: digestive, respiratory, neuro-psychiatric | Expository methods, exposure to opponent, interrogative methods, method of discussions and debates, the method of introducing the problem, case study method, project or topic of research, the method of games, learning through research documents, demonstration methods, the method of practical exercises, simulation methods; clinical case presentations | | 2 hrs |
| 6.Prognosis in palliative care. The terminal phase; Assisting patient in the last days of life – case studies, worries related to end of life | Expository methods, exposure to opponent, interrogative methods, method of discussions and debates, the method of introducing the problem, case study method, project or topic of research, the method of games, learning through research documents, demonstration methods, the method of practical exercises, simulation methods. | | 2 hrs |
| 7.Approach to the main emergencies in palliative care. Teamwork | Expository methods, exposure to opponent, interrogative methods, method of discussions and debates, the method of introducing the problem, case study method, project or topic of research, the method of games, learning through research documents, demonstration methods, the method of practical exercises, simulation methods. | | 2 hrs |
| **Bibliography**  1. Roger Woodruff. Cancer Pain, Asperula Pty Ltd Reprint edition, 1999  2. Twycross Robert & Wilcock Andrew, Symptom Management in Advanced Cancer - 4th Revised edition © palliativedrugs.com Ltd, 2009  3. Anthony Back, Robert Arlnold, James Tulsky. Mastering Communication with Seriously Ill Patients Balancing Honesty with Empathy and Hope, Cambridge University Press, 2009  4. Elizabeth Kubler-Rosse. On Death and Dying, http://selfdefinition.org/afterlife/Elizabeth-Kubler-Ross-On-Death-and-Dying.pdf  5. Care Management Guidelines (http://www.dhhs.tas.gov.au/\_\_data/assets/pdf\_file/0003/47640/Emergencies\_Final051109\_PCSSubComm.pdf)  6. R.Bruckeman. How to Break Bad News - A Guide for Health Care Professionals. JHU Press, 1992  7. Medical and linguistic palliative care toolkit. Educational material created within the Erasmus+ Programme project „Massive open online courses with videos for palliative clinical field and intercultural and multilingual medical communication”  (Ref. No. 2014-1-RO01-KA203-002940); Ed:Ovidiu Petris, Anca Colibaba - Editura Gr.T.Popa, 2017  ISBN 978-606-544-480-5  <http://medlang.eu/operational_protocols.php>  <http://medlang.eu/videos.php>  <http://www.studiipaliative.ro/proiecte/>  <http://www.pepner.umfiasi.ro/>  <http://www.infopaliatie.ro/ingrijire/ingrijire-brosuri/>  <http://www.infopaliatie.ro/ingrijire/ingrijire-video/>  <https://www.youtube.com/watch?v=ny6mrPHKejo>  <https://www.youtube.com/watch?v=tnJCFVUhghU>  <https://www.youtube.com/watch?v=x5WYNf1td-4>  <https://www.youtube.com/watch?v=xCBQUGvZU7k>  <https://www.youtube.com/channel/UCK5XwslsG7louJ97OZfdDjw> | | | |

1. **Correlations between the contents of the discipline and the expectations of the epistemic community, of profesional associations and of employers in the field**

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| Knowledge and skills acquired through the discipline study are set as teaching objectives and highlighted in analytical programs. It is analyzed at the discipline level and subsequently discussed and approved in the Curricula Office, in order to be aligned to the other disciplines. Correspondence between content and academic community expectations, its representatives, professional associations and employers is systematically assessed.  Course content is similar with what is done in other universities in the country and abroad and is adapted to meet the requirements of the labor market, being accepted by professional associations and employers and offers to graduated students immediate opportunities to work in Romania and EU countries. |

1. **Evaluation**

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| **Type of activity** | **10.1. Evaluation criteria:** | **10.2. Methods of evaluation** | **10.3. Percentage of final grade** |
| **10.4. Lecture** | Grade for multiple choice test | standardized multiple choice test | 50% |
| **10.5. Seminar / Laboratory** | Average grade of ongoing examinations | ongoing evaluation | 10% |
| Grade for practical examination | practical exam | 40% |
| **Minimum standard of performance: at least grade 5 to pass the discipline to each of the three marks.** | | | |

**Date: Signiture of Didactic Co-ordinator**

**01.10.2019 Associate Professor Ileana Antohe**

**Signiture of Department Director Professor Ioana Dana Alexa**