*Dosbarth/*Class: *Nifer yn y Dosbarth/*Number in Class:

*Dyddiad/*Date: *Amser/*Time: 40-50 mins

*Testun/*Subject Area: Palliative / End of Life Care*Teitl y Wers/*Title of Lesson: All Wales Care Decisions for the last days of life.

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| *Gwybodaeth/cyrhaeddiad/profiad/sgiliau blaenorol(beth chi’n disgwyl i’ch myfyrwyr wybod)*Previous Knowledge/Attainment/Experience/Skills(what do you expect your students to know) | Basic knowledge and skills in Palliative / End of Life Care |
| *Perthnasedd/Cymhelliad*Relevance/Motivator | Increase knowledge of the All Wales Care Decisions for the Last Days of Life and its application in practice. |
| *Geiriau Newydd/Allweddol*New/Key Words | End of Life, Care Decisions for the last Days of Life, DNACPR, death, dying. |

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| ***NOD/*AIM:** | To ensure all health care professionals are aware of the Care Decisions and consider its application in practice. |
| ***AMCANION/*****OBJECTIVES****TSSBAT:** | * **Explain** the application of the “All Wales Care Decisions for the last days of life” in practice.
* **Recognise** the rationale for its use for patients, significant others and health care professionals.
* **Identify** the 5 priorities of care that support effective care in the last days of life.
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| *Manylion o wahaniaethiad/hyrwyddo cyfleoedd cyfartal*Details of differentiation/promotion of equal opportunities | No ability/special education needs identified. Mixed group of health care professionals. Varying degrees in end of life care knowledge and experience. End of life care may be an uncomfortable topic to some individuals. The lesson utilises a range of activities to ensure different learner styles are addressed.  |

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|  | *Amser*Time | *Gweithred (ee cyswllt, adolygu, perthnasedd, amcanion)*Activity (eg link, recap, relevance, objectives) | *Tiwtor*Tutor | *Myfyrwyr/* Student  | *Dull Asesu/*Assessment Method | *Adnoddau/*Resources/Aids | *Sgiliau Sylfaenol/**Allweddol*Basic/Key Skills  |
| *CYFLWYNIAD/*INTRODUCTION | 5-10 mins | - Facilitator and learners introductionsMay be beneficial at this stage depending on class size to rearrange seating plan to mix abilities and specialities.- Health and safety * Introduce Aim and Objectives of the session (slides 2-4)
* Watch video

‘To ensure all health care professionals are aware of the Care Decisions and consider its application in practice’- Facilitator to work through (slide 5) ‘The story so far’ explaining the history and rationale for change. | X | X | Q & ADiscussion | Power pointWhite boardFlip chart | WWOCOMMIOLP |
|  | *Amser*Time | *Gweithred (ee cyswllt, adolygu, perthnasedd, amcanion)*Activity (eg link, recap, relevance, objectives) | *Tiwtor*Tutor | *Myfyrwyr/* Student  | *Dull Asesu/*Assessment Method | *Adnoddau/*Resources/Aids | *Sgiliau Sylfaenol/**Allweddol*Basic/Key Skills  |
| *DATBLYDIAD/*DEVELOPMENT | 30mins | - **Group / Pair activity** (depending on class size) The following activity will allow the facilitator to ascertain the groups/learners baseline knowledge.-Split class into groups of 4 or pairs, mixing abilities and specialities. Ask the learners to consider the ICP / Care Decisions and its implications in practice (slide 6). Encourage learners to consider current practice and the tools implications / benefits to the patient, significant other and all health care professionals involved. - Ask groups to feedback, getting peers to provide additional thoughts and ideas. Underlining themes that are outlined in ‘one chance to get it right’ such as communication and individualised care. - (slide 7). Facilitator to inform the learners of the document ‘One chance to get it right’ produced in England and to highlight these 5 key priorities will be covered in the following slides.* Priorities of Care (slide 8-12) Facilitator to read through power point slides. Facilitator to Q & A to ascertain learning and understanding.
* Summary slide 13

- Look at the new Care Decisions document and discuss (slides 14-19). Work through the PowerPoint, Q & A to ascertain learners knowledge and understanding.-**Group / Pair activity** (depending on class size)Case Study (slide 20) to be put displayed or handout to learners. Provide learners with a copy of the Care Decisions document and ask learners to work through the document based on the information from the case study. Facilitator to go through the case study and Care Decisions document with the learners, Q & A to assess learning.New all Wales syringe driver chart –slide 21  | XX | XX | Q & ADiscussionInformal questioningObservationOral feedbackQ & ADiscussionInformal questioningObservationOral feedback | Power pointWhite board / flip chartPower pointWhite board / flip chart | COMMIOLPWWOCOMMIOLPWWO |

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|  | *Amser*Time | *Gweithred ee crynhoi, adolygu amcanion, atgyfnerthu perthnasedd, cyswllt i’r wers nesaf*Activity eg summarise, review objectives, reinforce relevance, link to next session) | *Tiwtor/*Tutor  | *Myfyrwyr*Student  | *Dull Asesu/*Assessment Method | *Adnoddau/*Resources/Aids | *Sgiliau Sylfaenol/**Allweddol*Basic/Key Skills  |
| *CASGLIAD/*CONCLUSION | 5-10mins | - Recap on session (summary slide 22 -24)Recap on the aims and objectives with Q & A to ensure they have been met. Can the learners explain the care decisions rationale in practice? Have they an awareness of the 5 Key priorities?- Reflect and explore past experiences and how the learners would change practice when considering what they have learnt today (slide 25). * Provide handout and evaluation form

 - leave slide 26 up on the screen as people leave  | X | X | Q & ADiscussionOral feedbackEvaluation form | Power pointHandoutFlip chart/ white board | IOLPCOMM |
| *GWERTHUSIAD*/EVALUATION |
| *Cryfderau/*Strengths | *Gwendidau/*Weaknesses | *Gwelliannau/*Improvements |
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