



Universidad
de Navarra

Decision making at the end of life
Guía docente 2023-24

PRESENTACIÓN

Titulación/Course Title:

DECISION-MAKING IN ADVANCED ILLNESSES AND END OF LIFE. The art and science of being a doctor.

Course Language:

The course is presented mainly in English.

However, students are very welcome to respond and engage and interact with each other and the teachers in Castellano.

DESCRIPCIÓN DE LA ASIGNATURA/COURSE DESCRIPTION

Castellano

Se trata de un curso único para estudiantes de medicina . Los estudiantes aprenden sobre cuidados paliativos y atención a personas con enfermedades avanzadas como el cáncer y enfermedades cardiacas, pulmonares, neurológicas y renales. Pero también aprenden muchos otros aspectos para ser un médico excelente. Todo ello mediante el aprendizaje basado en casos y problemas (utilizando historias y ejemplos de la vida real para aprender), el aprendizaje en grupos pequeños y grandes, las artes y el cine, y las reflexiones.

Para atender bien a estos pacientes y a sus familias, los médicos necesitan conocimientos y muchas habilidades. Entre ellas, una comunicación eficaz y sensible, habilidades de anamnesis y exploración, comprensión de la fisiopatología de estas enfermedades y uso eficaz de las pruebas, y comprensión de las opciones farmacológicas y no farmacológicas de atención y tratamiento. Tienen que ayudar a los pacientes tratando síntomas físicos como el dolor y otros como la disnea y el delirio. Deben identificar y ayudar a abordar las necesidades psicológicas, como la depresión, y las necesidades sociales, espirituales y religiosas. Deben ayudar a los pacientes y a sus familias a tomar decisiones acertadas sobre los cuidados y las opciones de tratamiento.

¿Cómo elegir entre distintos analgésicos y utilizar los opiáceos bien y con eficacia? ¿Qué hacer, por ejemplo, con la alimentación en un paciente con cáncer avanzado o insuficiencia cardiaca avanzada que está perdiendo mucho peso? ¿Qué hacemos cuando atendemos a alguien con demencia avanzada que ya no puede comer ni beber? ¿Qué hacer cuando un moribundo lleva implantado un marcapasos o un desfibrilador cardíaco? ¿Cuándo es apropiada la hemodiálisis en un paciente con insuficiencia renal y cuándo no lo es? En caso negativo, ¿cuáles son las alternativas? ¿Qué hacemos cuando alguien dice "no hay esperanza" o "no quiero vivir más"? ¿Cuáles son los retos éticos al final de la vida y cómo afrontarlos?

Además de la ciencia de la medicina, también explora el arte de ser médico. El curso explora temas como la dignidad, la empatía y la compasión, la enfermedad frente a la experiencia de la enfermedad, el sufrimiento y la curación. No se trata sólo de construcciones teóricas o



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filosóficas. Necesitamos enfoques prácticos que podamos aplicar en la práctica diaria para atender a estas personas.

English

This is a unique course for medical students. Students learn about palliative care and caring for persons with advanced diseases such as cancer and heart, lung, neurological and kidney diseases. But they also learn many other aspects of being an excellent doctor. All this is done through case-based and problem-based learning (using real life stories and examples to learn), small and large group learning, the arts and movies, and reflections.

To care well for these patients and their families, doctors need knowledge and many skills. These include effective and sensitive communication, anamnesis and examination skills, understanding the pathophysiology of these diseases and using tests effectively, and understanding pharmacological and non-pharmacological options for care and treatment. They need to help patients by managing physical symptoms such as pain and other symptoms like dyspnea and delirium. They need to identify and help address psychological needs like depression, and social, spiritual, and religious needs. They need to help patients and families make good decisions about care and treatment options.

How do we choose between different analgesics and use opioids well and effectively? What, for example, does one do about feeding in a patient with advanced cancer or advanced heart failure who is losing a lot of weight? What do we do when caring for someone with advanced dementia who is no longer able to eat or drink? What do we do when someone who is dying has a heart pacemaker or an implanted cardiac defibrillator? When is hemodialysis in a patient with kidney failure appropriate and when is it not? If not, what are the alternatives? What do we do when someone says "there is no hope" or "I don't want to live anymore"? What are the ethical challenges at the end of life and how do we navigate them?

In addition to the science of medicine, it also explores the art of being a doctor. The course explore themes such as dignity, empathy and compassion, disease versus the illness experience, suffering and healing. These are not just theoretical or philosophical constructs. We need practical approaches that we can apply in everyday practice to care for these persons.

DATOS GENERALES/GENERAL INFORMATION

- Titulación: Gradode Medicina
- **Créditos:** 1 ECT (25h)
- **Curso:** Estudiantes de medicina que vayan a cursar los siguientes años: cursos año 4, año 5 o año 6.
- **Carácter:** Optativa
- **Profesor responsable:** Prof. Dr. José Luis Pereira. jlpereira@unav.es
- **Idioma:** Principalmente inglés (pero los estudiantes pueden discutir y participar en castellano). Algunos talleres en castellano.
- **Fechas:** Lunes 10 de junio a sábado 15 de junio. 2024



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- **Horario de clases:** Lunes a viernes (10 de junio a 14 de junio): 16:00 a 20:00 horas. Sábado 15 de junio: 10:00 a 14:00 horas)
- **Aula:** Museo de la Universidad de Navarra. (Reúnase en la entrada.)
- **Nº Máximo de alumnos:** 30
- **Competencia a adquirir:** Medicina Paliativa
- **Departamento:** Educacion Medica

PROFESORES/FACULTY

Profesor encargado de la asignatura

Dr. José Luis Pereira MBChB, CCFP(PC), MSc, FCFP, PhD

Professor Catedrático, Facultad de Medicina, Universidad de Navarra

Médico de Cuidados Paliativos, Canadá

E-mail: jlperreira@unav.es

Coordinador docente:

Dr. Diego Ezequiel Candelmi

Médico Oncólogo, Servicio de Medicina Paliativa, CUN

Email: decandelmi@unav.es

ACTIVIDADES FORMATIVAS /EDUCATIONAL ACTIVITIES

There are five main learning activities used in this course. The first activity ("Art Reflections") and the second activity (Classroom learning) are done at the museum, in-person. The third activity (Movie Wit) is also done in the museum on one of the days (sit back, watch and reflect). The fourth and fifth activities are through self-learning and reflections in the students' own time.

1. Activity 1: ART REFLECTIONS (45 minutes each day, except the Saturday)

After meeting at the front entrance of the museum every day, we will break up into two or three smaller groups to reflect on different art pieces and installations in the museum. These are used to reflect on aspects such as clinical observations, person-centred care, suffering and healing, and whole person care. These sessions will last 45 minutes and will be facilitated by faculty of the course and faculty of the museum.

1. Activity 2: CLASSROOM LEARNINGACTIVITIES (3hrs each day, including the Saturday)



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We will then convene in one of the classrooms at the museum (Aula 1 or Aula 2) to proceed with the second Part. The second part used different learning methods to achieve the course goals and learning objectives. These include:

- Mini-lectures (that summarize and highlight key points)
- Case-based and problem-based learning through large and small group learning and using real life stories and cases. These are interactive, with professor facilitating discussions.
- Self- and group-reflections.
- Reviews of key articles related to the topics being discussed (which help students learning some critical appraisal and best-evidence skills).
- Students self-learning and sharing with colleagues (to nurture continuous learning attitudes, and provide confidence to ask questions, provide input and share thoughts- key skills for doctors) and skills needed in the integrated curriculum.

Case-based learning and the topics covered are aligned with the medical school's new integrated curriculum and so this course will help learners develop some useful skills to apply when learning in this curriculum.

1. Activity 3: Movie: Wit

On one of the evenings, we will watch a movie called "Wit" and explore various aspects of care shown in the movie. The movie tells the story of a university professor in the United Kingdom who is diagnosed with advanced ovarian cancer and tells her journey and the different health professionals who care for her during her final months of life. It offers a lot of things to explore, from assessment of symptoms and needs and managing them, to end-of-life communication and ethical decision-making.

1. Activity 4: Daily Quizzes

Each evening, following the classroom sessions, the professors will upload a short quiz of 3 multiple choice questions that will help students understand and apply what they learned that day (for example, opioid doses, criteria for depression, pathophysiology of nausea, etcetera.) These will be uploaded on ADI and also made available through the students telephones. Students should complete these the following morning and submit their responses before the next day's classes.

1. Activity 5: Self-Study and Reflections

Students will be given a list of works. These works are published papers, chapters and books, and films. They are to select two from this list, read them (or watch them in the case of films), reflect on them and write reflections on each of the ones they have read or watched (in English or Castellano). Each reflection is to be 500 (minimum) to 600 (maximum) words. They must submit these two reflections no later than 11pm on July 11th, 2023. The reflections are on what, for each work, were the things they learned the most and what the applications would be of what they learned for them personally and for their professional lives in the future (caring for people with advanced disease).

CONVOCATORIA ORDINARIA y EXTRAORDINARIA

There is no convocatoria extraordinaria. If a student is not able to complete or submit one or more activities for the course, please speak to Professor Pereira to explore an alternative way of completing or submitting.



Students will not be allowed to sit the final test if they have not been present for at least 4 out of 6 days. The final test is written and done in the classroom on the Saturday 17 June 2-23 (1pm to 2pm).

COMPETENCIAS

The overall goals of this course are to:

1. Provide students with the knowledge, attitudes and skills to help them care for persons with advanced diseases and at the end of life, especially with respect to developing care plans that are person-centred and evidence-based.
2. Help students connect, by way of real-life case studies, concepts such as pathophysiology, symptom presentation, pathophysiology, history-taking and examination, communication, care planning and pharmacology in the context of patients with advanced diseases like cancer and end-stage heart, lung, kidney and liver diseases;
3. Help students become better doctors by understanding and applying concepts such as person-centred care, the illness-experience, empathy and compassion, spiritual and social care, dignity and hope, and suffering and healing.

Specific learning objectives

Upon completing this course, in the context of caring for patients with advanced cancer and advanced heart, lung, liver and neurological diseases, students will be able to:

- Explain what is meant by person-centred and whole person care and what the clinical implications of these are.
- Describe what is meant by disease versus the illness experience.
- Describe the different factors that need to be considered when developing care and treatment plans and making decisions about care.
- Explain what is meant by self-awareness, and justify its relevance in clinical care.
- Assess common symptoms (including pain, dyspnea, nausea and vomiting, depression, anorexia and weight loss) and identify treatment options to manage them;
- Explain the key pathophysiology underlying these symptoms, including the different physiological pathways and causes, and the relevance of these in terms of developing care plans and selecting treatments to manage them.
- Describe the clinical presentation of psychological distress such as depression, anxiety and demoralization in these patients, and approaches to recognizing them.
- Describe the clinical presentation and general approaches to managing psychological, spiritual and social distress in these patients.
- Describe the relevance of concepts such as dignity (or loss of dignity), hope (or hopelessness), suffering and healing in these patients, and how to address needs in these areas.
- Describe practical approaches to enhancing a person's sense of dignity using the ABCDs of Dignity Enhancing care.
- Apply approaches such as SPIKES, FIFE and FICA when communicating with these patients and their families.
- Respond to patients' and families' questions like "How long do I have to live?" and "Am I dying?"
- Respond to someone who expresses a wish to die or loss of will to live.



- Identify situations that may be ethically challenging and apply a framework that relies on ethical principles in these situations.

PROGRAMA

Day	16:00 to 16:45	16:45 to 20H00
Monday Lunes 12 junio	<p>Meet at the front entrance of the museum.</p> <p>Museum orientation.</p> <p>Then we will go together to Aula 1 in the basement (lower floor) of the Museum for a Course Orientation and Introductions</p>	<p>16:45 to 17:30</p> <ul style="list-style-type: none"> • Art Reflection Collection A. <p>17:30 to 17:40:</p> <ul style="list-style-type: none"> • Short break <p>17:40 to 20:00</p> <ul style="list-style-type: none"> • Art reflection and Paintings of Robert Pope • The illness experience • Self-awareness • Defining Palliative care and societal responses to death and dying
	16:00 to 16:45	16:45 to 20H00
Tuesday Martes 13 junio	<p>Art reflection (Museum)</p> <p>3 groups (1, 2 and 3)</p> <p>Art Collections B, C & D</p>	<ul style="list-style-type: none"> • Decision-making and ethical frameworks (including hydration, nutrition and cachexia in advanced disease) • Person centred and whole person care



<p>Wednesday Miercoles 14 junio</p>	<p>Art reflection (Museum)</p> <p>3 groups (1, 2 and 3) Art Collections B, C & D</p>	<p>Cases</p> <ul style="list-style-type: none"> • Pain • Dyspnea • Delirium
<p>Thursday Jueves 15 junio</p>	<p>Art reflection (Museum)</p> <p>3 groups (1, 2 and 3) Art Collections B, C & D</p>	<p>Cases</p> <ul style="list-style-type: none"> • Psychological responses to serious illnesses • Depression and demoralization • Spiritual and religious care • Social care • Hope and Dignity
<p>Friday Viernes 16 junio</p>	<p>Movie Night. (Movie Time)</p> <p>Wit</p>	<ul style="list-style-type: none"> • Essential conversations and communication • Suffering • Compassion, Dignity, Hope • Accompaniment • Managing pain, nausea and vomiting,
	10:00 to 13:00	13:00 to 14:00
<p>Saturday Sabado 17 junio</p>	<ul style="list-style-type: none"> • Integrating Case • Palliative sedation • Will to live and Desire for Death 	<p>Final test</p>
<p>Three weeks post course</p>	<p>Self-study, reflections and submission of reflections</p>	<p>Deadline for submission: 11pm on July 11th, 2023.</p>

ACTIVIDADES FORMATIVAS



Learning methods used:

The course uses end-of-life issues as a stepping stone and foundation to integrate other important competencies in health care, including empathy, compassion, seeing the person as a whole (body, mind and soul), self-awareness in health care, evidence-based medicine, clinical expertise and interprofessional and multidisciplinary care, among others.

The course is applicable to medical students from different years. Given its relevance across the study years, from first year to the sixth year, the course will make links with other subjects in the medical curriculum and serves to summarize some important concepts. This will include physiology and pathophysiology, pharmacology, anatomy, psychology, physical examination, investigations and communication. Whenever possible, the cases will not only highlight and address end of life ethical and clinical decision-making issues, but will also highlight clinical implications of physiological changes, pathologies (e.g. cancer cachexia), and pharmacology, amongst others. All these need to be considered during the decision-making process.

A variety of learning methods are being used:

- Case-based and problem-based learning.
- Narratives and stories from faculty and fellow learners to illustrate important points and provide clinical examples.
- Self- and group-reflections.
- Small and large-group discussions.
- Theory overviews.
- Short videos that prompt discussions and reflections.
- Works of art in the museum to prompt reflection.

The course focuses mainly on knowledge and attitudinal competencies and, to some degree, behavioural competencies.

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EVALUACIÓN



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A total of 100 marks are allocated to this course. Students have to get 60% or more to pass. The marks are accumulated as follows:

1. **Presence and participation (Activities 1 and 2)** in the case discussions and reflections during activities 1 and 2: **Total of 30 marks** (5 for each day of class)

- Presence: 2 marks per day (total of 12)
- Participation (e.g. asking questions, sharing thoughts, answering questions, making suggestions): 3 per day (total of 18 marks)

2. **Daily Quizzes (Activity 4): Total of 10 marks (2 questions for each of the first 5 days)**

- At the end of each day, students will be given two multiple choice questions to answer; these are based on the discussions that day and serve as reminders and key points to emphasize.
- A correct answer is worth 1 mark each.

3. **End-of-course Test: total of 30 marks**

- This will be a written test on the last day of the course (1 hour).
- The questions will be in English and Castellano and students can answer in English or Castellano.
- It will consist of 20 questions; some multiple-choice questions, some short answer questions (1 to 3 sentences per question), and some matching questions (match up the correct response with the item).
- It will cover only aspects covered in the course and if the students attended the classes, and understood the materials, they will not need to study for this. So students are encouraged to ask about anything in the classroom discussions that they don't understand, because these questions will be applications of the concepts, rather than based on learning material by heart.

4. **Self-study and Reflection (Activity 5): Total 30 marks** (15 marks per reflection submitted)

- Students will be given a list of works. These works are published papers, chapters and books, and films. They are to select two from this list, read them (or watch them in the case of films), reflect on them and write reflections on each of the ones they have read or watched. Each reflection is to be 500 (minimum) to 600 (maximum) words. They must submit these two reflections no later than 11pm on July 11th, 2023. The reflections are on what, for each work, were the things they learned the most and what the applications would be of what they learned for them personally and for their professional lives in the future (caring for people with advanced disease).

HORARIOS DE ATENCIÓN



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Students are welcome to approach Prof. Pereira or Dr. Candelmi at any time to discuss anything they need further explanation or discussion on, and Prof. Pereira and Dr. Candelmi will address that or organize to meet with the students at another time in the museum (e.g. before or after classes) to discuss further if necessary.

Estamos a vuestra disposición

BIBLIOGRAFÍA Y RECURSOS

Book (Select one book to read from the following list; English or Spanish version)

- The Death of Ivan Ilich (La muerte de Ivan Ilych) (Leon Tolstoi). [Find it in the Library](#) (Paper format); [Find it in the Library](#) (e-book)
- Tuesdays with Morris (Martes con mi viejo profesor) (Mitch Albom). [Find it in the Library](#) (Paper format); [Find it in the Library](#) (e-book)
- Man's Search for Meaning (El hombre en busca de sentido) (Victor Frankl) [Find it in the Library](#) (Paper format); [Find it in the Library](#) (e-book)
- Being Mortal/Ser Mortal (Atul Gawande). [Find it in the Library](#) (Paper format), [Find it in the Library](#) (e-book)
- Ante todo no hagas daño (Henry Marsh) In English: Do No harm: Stories of Life, Death and Brain Surgery. [Find it in the Library](#)
- Momentos Perfectos (Eugene O'Kelly). In English: Chasing daylight: How my forthcoming. Death transformed my life. [Find it in the Library](#)
- Sendino se muere (de Pablo d'Ors Fuhrer). [Find it in the Library](#)
 - Watch with me (Dame Cicely Saunders)

Movies (Select one movie to watch; English or Spanish version of these) (find online or netflix or others)

- The Intouchables (a story of how two persons, one with quadriplegia and the other a caregiver, help each other learn about life)
- The Doctor
- The Descendants
- Up
- Coco
- The Fault in our Stars

ADDITIONAL INFORMATION AND LINKS

[HOW TO DO IT 2012-Sinclair \(1\).pdf](#)

[Cicely Saunders- español.pdf](#)

[Cicely Saunders- English.pdf](#)

[Study wish to die](#)