



Well-being

Quality of Life

Learning Activities

Activity 1: Help the students to understand the type of plan that is developed without the presence of the most important stake-holders, namely the patient and family.

Ask students to do the following in brief outline form.

1. Identify what is essential to their quality of life today. Ask them to place their sheets of paper face down.
2. Ask students to identify what would be essential to their quality of life five years from now if they were terminally ill. Allow ten minutes for the students to do a brief outline and then ask them turn the sheets face down.
3. Ask students what would be essential to their quality of life if they were terminally ill. The students should select an age for the occurrence and indicate the age on their paper. Allow ten minutes for a brief outline.
4. Discuss in small groups what the essential components to a good quality of life are at each phase.
5. Bring the groups together for reports from the small groups.
6. Discuss whether there were any differences in the components identified when the students were well and ill at different ages.

Note:

- The important learning activity is that the definition of quality of life changes over time and varies between individuals even though there is overlap.

Activity 2: Applying quality of life criteria to the Mrs. Gregory case study.

After completing activity 1, ask students to do the following.

1. Having identified what is most important for a positive quality of life, have the students develop a plan of care for Mrs. Gregory that emphasizes quality of life.

Note:

- In addition to comparing areas of commonality and differences between groups, examine the domain of the plan of care proposed by the students with and without the presence of patient and family.

Activity 3: Applying quality of life criteria to the Mrs. Gregory case study taking into account input from the patient and family.

Divide the class into groups, (if possible, using the same groups as for the activity in the Psychosocial Effects module), then have the students do the following.

1. Ask the students to role-play scenarios between Mrs. Gregory, her three daughters and at least one healthcare provider, where a plan of care emphasizing quality of life is developed.
2. Ask each group to outline the plan of care. (Allow at least 30 minutes for this stage.)
3. Bring the groups together and let the groups present their plan of care
4. Discuss areas of agreement and disagreement if there are any.

Note:

- Consider whether incorporation of role-playing facilitates awareness of issues that would otherwise be undetected.

Activity 4: Complete the Missoula-Vitas QOL Index

1. Ask your students to complete the Missoula-Vitas QOL Index
2. Divide the group of students into groups of 5 and ask them to:
 - Discuss results of this measurement.
 - Identify areas that need improvement in order to enhance quality of life based on individual results.
 - Discuss how to enhance quality of life.

Note: Students who do not want to share their assessment should feel free not to do so.