

1. Interested institution:

[University of Navarra](#) – [Institute for Culture and Society](#) - [ATLANTES](#)

2. Brief Description of the Group

Palliative Care (PC) is considered by the World Health Organization (WHO) as a significant discipline in Public Health in need of global development where national governments politics should prioritize. PC provides specific care (physical, social, psychological and spiritual dimensions) to patients and families who deal with an advanced and incurable disease.

The ATLANTES Research group was founded in 2012 at the Institute for Culture and Society (ICS) of Navarra University (UNAV, and **aims to promote a positive message about Palliative Care.**

- **Vision:** ATLANTES is focused on the study of the human dignity and advanced illness, in palliative care (PC).
- **Mission:** Promote PC essential values to healthcare professionals and Society in general, through an active clinical-research approach of Medicine, Humanities and Social Sciences.

Given the PC multidisciplinary nature and its holistic approach, the ATLANTES core team is currently constituted by [researchers](#) from diverse areas assigned into **three main research lines**. Each line integrates other researcher’s collaborators ([internal/external](#), national/international) to improve the quality and the impact of the research.

Intangible aspects in PC - This line explores the anthropological, historical and ethical aspects of PC, examining values such gratitude, compassion and dignity, both among PC recipients and practitioners.

The PC development and policy - This research line aims to show the reality of the development of PC in Europe, and how it is organised and integrated into specific services and in each national health plans. The study of the development of PC is the key for the PC improvement in worldwide.

The PC message – A misunderstanding of PC’s value persists in the society. This research line aims to study a new conceptual framework to promote the real PC values in the academic field (PC Education project) and into the society (Social Communication project).

3. Areas of research (as established in Marie Skłodowska Curie Actions)

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| <input type="checkbox"/> Chemistry (CHE) | <input type="checkbox"/> Environmental Sciences and Geology (ENV) |
| <input checked="" type="checkbox"/> Social Sciences and Humanities (SOC) | <input checked="" type="checkbox"/> Life Sciences (LIF) |
| <input type="checkbox"/> Economic Sciences (ECO) | <input type="checkbox"/> Mathematics (MAT) |
| <input type="checkbox"/> Information Science and Engineering (ENG) | <input type="checkbox"/> Physics (PHY) |

4. Research / Project Description

In recent years Palliative Care Teaching (PCT) has had an important progress in the European Universities. In many countries it has been introduced as a compulsory subject and in some of them as a new course in all medical their schools. However, in many countries still remains as an isolated course at few universities. Our research group has showed in different studies the positive impact in nursing and medical undergraduate students towards their aptitudes for end-of-life care, and that PCT is a good model to teach patient centered medicine.

The University of Navarra in Spain values the attributes of empathy, compassion and caring that enhances human dignity (both patients and health providers) and is striving to make these overt throughout Medical Education (Nursing, Psychology and Medicine undergraduate curriculums). It is also working to strengthen the palliative care (PC) related content in those curricula given the emergence of Palliative care education as a priority area in medical undergraduate and postgraduate education

Publications (last 5 years):

- Noguera, Antonio Luís; Arantzamendi, María; López-Fidalgo, J.; et al. (2019). Student's inventory of professionalism (SIP): a tool to assess attitudes towards professional development based on Palliative Care Undergraduate Education. *Int. J. Environ. Res. Public Health*. 16. doi:10.3390/ijerph16244925.
- Noguera A, Robledano R, Garralda E. (2018) Palliative Care Teaching shapes undergraduate students' professional development: a scoping review. *Current Opinion and Supportive Palliative*. DOI:10.1097/SPC.0000000000000402
- Noguera A, Bolognesi D, Garralda E, et al. (2018). How do experienced professors teach Palliative Medicine in European Universities? A cross-case analysis of eight undergraduate educational programs. *Journal of Palliative Medicine*. 21(11):1621-1626. doi: 10.1089/jpm.2018.0071.
- Pallotti, M., Noguera-Tejedor, A., Rhee, J. Y., et al. (2017). Palliative medicine in Mediterranean countries: different approaches, same philosophy. *BMJ Supportive and Palliative Care*. 8(3):356-358. doi: 10.1136/bmjspcare-2017-001311.
- Rojí, R., Noguera-Tejedor, A., Pikabea-Díaz, F., et al. (2017). Palliative Care Bedside Teaching: A Qualitative Analysis of Medical Students' Reflective Writings after Clinical Practices. *Journal of Palliative Medicine*, 20(2).
- Alquati S, et al. (2016). Educational activities by hospital palliative care consultation teams: An essential task to transform medical culture and care. *Journal of Pain and Symptom Management*.
- Elsner, F., Centeno, C., & Ellershaw, J. E. (2016). Early integration needs early education. *Palliative Medicine*, 30(9), 805–806.
- Carrasco, J. M., Lynch, T. J., Garralda, E., et al. (2015). Palliative Care Medical Education in European Universities: A Descriptive Study and Numerical Scoring System Proposal for Assessing Educational Development. *Journal of Pain and Symptom Management*, 50(4).
- Centeno, C., & Rodríguez-Núñez, A. (2015). The contribution of undergraduate palliative care education: Does it influence the clinical patient's care? *Current Opinion in Supportive and Palliative Care*. 9(4).
- Centeno, C., Bolognesi, D., & Biasco, G. (2015). Specialization in palliative medicine for doctors in Europe: an update to 2014. *Journal of Palliative Care*, 31(1), 63–64.

Objectives: design and conduct research on medical education and its different curricula at

undergraduate teaching.

Expected impact: The research fellow will be based at the Institute for Culture and Society, University of Navarra, for a proposed length of 2 years and should contribute to the excellence of scientific and social impact of the project, together with the research group. It is expected to:

- Published at least two scientific papers in peer-reviewed journals (Q1/Q2);
- Present the project in at least four main congresses (international and national);
- Organize and promote at least two research seminars at UNAV to present and discuss the development of the project.
- Disseminate the project into the society promoting at least one workshop per year on PC message;

Involve the society in the research ([Public Engagement approach](#)).

5. Who can apply?

General requirements:

At the deadline for the submission of proposals (09/09/2020), researchers (*):

- ✓ shall be in possession of a doctoral degree or have at least four years of full-time equivalent research experience.
- ✓ must not have resided or carried out their main activities in the country of Spain for more than 12 months in the 3 years immediately prior to the abovementioned deadline.
- ✓ Submit a complete application (in English) before the specific call deadline.

Specific requirements:

- ✓ Background related to social sciences and pedagogy will be preferred
- ✓ Candidates without a PhD should have at least master degree in areas related to social sciences. Early-stage postdoctoral researchers are preferred.
- ✓ Ability to engage with interdisciplinary studies.

High level of comprehension and writing of the English language.

6. Interested candidates should provide the following documentation:

- A cover letter (1 page)
- CV (with complete contact details) (2-4 pages)
- Research statement (including methodology, objectives, and expected results) (max. 2 pages).