



The University of Western Ontario
Faculty of Health Sciences, Bachelor of Health Sciences Program
Fall 2010

Health Sciences 4710
Palliative & End of Life Care: Critical Issues

Course Description: This course will explore, from an inter-professional perspective, critical issues related to death, dying, palliative and end of life care relevant to health professionals working in a variety of settings. Topics include an orientation to death and dying in Canadian society, socio-cultural influences on our understanding of death, theories used to guide practice, an understanding of the dying person's experience, principles of palliative care, ethical and legal issues, and health system initiatives and challenges.

Lectures: Wednesdays 3:30-5:30 p.m. UC 142

Tutorials/Seminars: Mondays 4:30-5:30 p.m. UC 142

Pre-Requisites: Registration in the 4th year of the BHSc Program or permission from the Faculty of Health Sciences

Instructor: Wendy Boyle, Lecturer
E-mail: wboyle2@uwo.ca
Office Hours: Immediately after class or by appointment

Graduate Teaching Assistant:

Required Reading:

Coping with Death, Dying and Bereavement (1st Ed) Marilyn Hadad, 2008.
Canada: Nelson Education (available at UWO Bookstore).

Course Website: <http://webct.uwo.ca>

HS4710 is supported by WebCT. All marks and course information will be made available there and no course information or assignments will be handed out in class. Please monitor the announcements menu on the course website for any changes or cancellations in lectures or readings. All grades will be posted on the WebCT course website. No grades will be provided by e-mail or telephone.

Course Objectives:

Students will explore the concept of palliative care within a health sciences/health professions context. Students will learn about demographic and population trends, how attitudes and practices related to death and dying have changed over the years, what it means to experience a life threatening illness in western and

other cultures, what palliative care is, how to provide support for terminally ill and bereaved individuals, and how the palliative care system works locally, regionally and nationally. Emphasis will be on an inter-professional approach to palliative care and critical issues affecting the practice of health professionals. Students will also be introduced to palliative care issues from the patient's/family perspective and explore ethical and legal decisions, challenges and dilemmas at the end of life. Throughout the course, students will have opportunities to interact with recognized experts in the palliative care field. Students will also have many opportunities for critical reflection and discussion.

Course Outline:

The course consists of 2 lecture hours and 1 tutorial hour per week. Topics and required textbook readings are as follows. Required/suggested articles will be posted on WebCT.

Week	Date	Topic for Class & Tutorial/Seminar	Required Reading
1	Sept. 15	Introduction to Death, Dying and Palliative Care in Canadian Society <i>tutorial September 13</i>	Chapter 1
2	Sept. 22	Attitudes Toward Death and Dying	Chapter 2
3	Sept. 29	Frameworks: Legal, Ethical and National Palliative Care Model	Chapter 14
4	Oct. 6	Foundational Concepts of Palliative Care <i>tutorial presentations begin October 4th</i>	
5	Oct. 13	The Influence of Religion, Culture and Age <i>Thanksgiving Holiday: no tutorial/presentation this Monday</i>	Chapters 3, 4, 6, 8
6	Oct. 20	MID-TERM EXAM (Covers chapters 1, 2, 3, 4, 6, 8, 14 and all other required reading and lecture material from weeks 1-5) <i>no tutorial this week (Monday)</i>	
7	Oct. 27	Settings of Care: Hospital, Community and Long Term Care	Chapter 11
8	Nov. 3	Application of CHPCA Model to Guide Care	Chapter 7
9	Nov. 10	Spiritual Care and Meaning Making	Chapter 13
10	Nov. 17	Special Topics	Chapter 9
11	Nov. 24	Loss, Grief and Bereavement	Chapters 5, 10, 12
12	Dec. 1	How to Help	Chapters (12), 15
13	Dec. 8	After Death Practices <i>class will be held in a local funeral home</i>	
FINAL EXAMINATION (date & time to be determined by the registrar's office: covers text chapters 5, 7, 9, 10, 11, 12, 13, 15 and all other required readings and lecture material presented during weeks 7-13)			

Course Evaluation:

Mid-Term Exam 35%

(*in class*: October 20, 2010, 3:30-5:30 p.m. UC 142)
covers chapters 1, 2, 3, 4, 6, 8, 14 and all other required readings and lecture materials presented during weeks 1 to 5. Exam format - mixed format [short answer and multiple choice].

Tutorials/Presentation 25%

Presentations: 15%; *Participation* 10% (see tutorial details & evaluation criteria below)

Final Exam 40%

Date & time determined by registrar's office; duration 2 hours; covers chapters 5, 7, 9, 10, 11, 12, 13, 15 and all other required readings and lecture materials presented during weeks 7-13; exam format – mixed format [short answer and multiple choice])

Examination Guidelines: Available at <http://www.uwo.ca/univsec/handbook/exam/administration.pdf>

Grading Criteria:

Grading criteria for HS4710 is based on university-wide descriptors approved by the Senate:

A+	90-100	Exceptional
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

Student Inquiries:

Please contact the TA for routine questions and/or feedback regarding the course. TA office hours are posted on WebCT. If you require any information regarding student support services or student development services please visit their website: <http://www4.registrar.uwo.ca>.

Learning Perspective:

Student learning is the shared responsibility of both students and faculty. Every attempt will be made to make lectures and tutorials stimulating and motivating using active learning principles. Active student involvement is expected. Students are expected to come to class prepared and ready to participate, work collaboratively with, and contribute to the learning of their classmates, and to notify the instructor if the pace of the lectures is too fast or too slow. Comments, suggestions and constructive feedback are always welcome and appreciated.

Student Responsibilities:

Students are responsible for ensuring that they have successfully completed all course prerequisites. Lack of prerequisites may not be used as basis of appeal. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Students are expected to attend all classes and tutorials as some material covered during lectures will not be in your course text. It is the students' responsibility to complete the required readings and come to class prepared to discuss the content outlined. Responsibility for note-taking is that of students. If you find any barriers with any aspect of the course, please contact the course instructor.

Learning Environment:

Courtesy and respect for the learning environment is expected. Students are expected to arrive at lectures on time. Disruptive behaviour in the classroom which impedes the ability to learn (e.g., cell phones; talking; text messaging; the disturbing consumption of food or drink; littering; use of MP3-like devices; etc.) are not acceptable. Likewise, as a matter of courtesy and student responsibility, it is unacceptable for students to utilize E-mail, MSN or the Internet during class unless researching relevant data for discussion.

Academic Policies:

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and proper referencing such as footnotes or citations. The sharing of presentation reports or use of websites without appropriate acknowledgement is not permitted. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar). The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their written work in electronic format for plagiarism checking. The use of tutorial presentations from other years or the handing in of assignments from other years will result in stiff penalties.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Late Assignments & Make-Up Examinations:

Late assignments will not be accepted unless there is a legitimate medical or compassionate reason. The University of Western Ontario's policy on accommodation for medical illness can be found at <http://studentservices.uwo.ca/secure/index.cfm>. Medical documentation is required in all circumstances. Please note, it is the student's responsibility to inform the course instructor of any problems **prior** to the examination. Exams may only be re-scheduled for legitimate medical or compassionate reasons. **Students who for medical or compassionate reasons cannot write a scheduled test or examination must submit medical documentation directly to the Academic Counsellor in the BHS Office and obtain permission for special examination arrangements.** Please note that students must see their counsellors if they miss the mid-term and/or final examination. If medical illness coincides with scheduled group tutorial presentation, evaluation will be decided on work to date (2% within group evaluation and 13% by instructor). Alternative arrangements for the actual presentation (if was an intended speaker) and notification of absence to group members is the responsibility of the student. Medical illness on date scheduled for peer evaluation/participation mark can be re-scheduled for another date unless it falls on the last presentation

date. In this case, the student will read the handout/available media from the missed presentation and create a list of 5 proposed questions for the group. This list must be given to the instructor before the final exam. Attendance at other peer group presentations will be considered.

A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician, Emergency Department, Urgent Care Centre or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website: <http://studentservices.uwo.ca/secure/index.cfm>. Hard copies are available from Academic Counselling in the Faculties. Students who have been denied accommodation by an instructor may appeal this decision to the appropriate Faculty Dean's office but will be required to present appropriate documentation.

Academic Offences:

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>

Privacy:

Please note: BHSc Program policy does not permit student grades to be e-mailed or discussed over the telephone. Confidential access to grades is available through WebCT. Students may also arrange a meeting with their tutorial facilitator, graduate teaching assistants or their professor to discuss their grades.

Use of Electronic Devices:

Electronic devices such as cell phones must be turned off during class. Laptops may be used for note taking during lectures. Using laptops in class to access MSN, e-mail or the internet during class time is not permitted. No electronic devices, including laptops are permitted during exams.

Additional Resources:

Web sites for Registrarial services: <http://www.registrar.uwo.ca>

Tutorial Details and Evaluation Criteria:

The weekly 1-hour tutorials constitute a significant part of the course. The purpose of these tutorials is to give students an opportunity to explore and discuss palliative care and end of life issues in a small group format. The tutorials also provide a forum for students to share ideas and concerns regarding these issues, as well as receive additional support in a small group environment. Students will be assigned to groups of approximately 5. Each student group will be required to (a) choose a particular setting within which palliative care is provided, (b) research how palliative care is provided in this setting (including a literature review and site visit), and (c) present their findings to the remainder of the tutorial group. Specific details and evaluation criteria for presentations are attached. The length of these presentations will be approximately 30 minutes, including questions/discussion, and peer evaluation. The presentation should include a 1-page handout, summarizing the information presented, which will be distributed to all students electronically. It is the students' responsibility to know which presentation group they are in and to come prepared to present on the day assigned. Once scheduled, no re-scheduling of presentations will be permitted.

Tutorial presentations will begin the week of October 4th. Informal verbal feedback can be provided to students immediately following the class of their presentations. It is the responsibility of the group to arrange to meet with their TA at the end of their presentation. Tutorial/participation grades will be posted on WebCT to students at the end of term, upon completion of all presentations.

Actual, "hands-on" experiences provide invaluable learning opportunities for students. It is however, very difficult to organize internships or practicum visits to palliative care settings. In order to provide students

with the next best alternative small group projects have been organized. This will hopefully facilitate access for most, if not all, students. The purpose of the tutorials is to provide students with the opportunity to examine a palliative care setting of their choice, critically reflect on the unique benefits and challenges of providing care within this type of health care setting, and to network with, and learn from, health professionals working in palliative care settings.

Process:

1. Choose 4 other students in the class with whom you would like to work.
2. Choose a palliative care setting to study (choose a 2nd choice in the event that your first choice is not available). Examples include, but are not limited to:
 - Longer term care settings (i.e., LTC home; retirement home)
 - Specialized palliative care beds (i.e. Parkwood, Victoria or University Hospital)
 - Hospice (i.e. John Gordon Home; Hospice London, VON Middlesex)
 - Paediatric palliative care (i.e. children's hospital; regional cancer centre)
 - Community palliative care (e.g., Community Care Access Centre, Health Care Provider Agencies)
 - Homeless/shelters/street people (i.e. Ottawa)
 - Prisons & jails (i.e. Kingston)
3. Conduct a literature review and synthesize current literature related to the palliative care setting you have selected; summarize benefits and challenges of working with this particular population in this particular setting; prepare detailed questions for your site visit.
4. Organize a site visit to the palliative care setting of your choice and interview a health professional working in this setting.
5. Prepare your presentation, including a 1-page summary of the information presented; this will become a resource for your peers in your tutorial group. Forward an electronic copy to the instructor at least on the Friday prior to your Monday presentation, so it can be posted on WebCT.

Please note: a maximum of 3 groups comprised of 5 students each (1 group per tutorial) will be allowed to visit the same palliative care setting to ensure course content balance and to avoid overloading palliative care sites; it will be a "first come, first serve" sign-up process. Once you have decided (a) who you will be working with and (b) which setting you would like to study, you must formally sign up on the sheet provided and your choice must be approved by Lecturers/TA. This should be done no later than the end of the lecture on Wednesday, September 22, 2010.

Helpful Hints . . .

- don't procrastinate - health professionals in the work force typically require 2-3 weeks advance notice to free up time in their schedules
- for the most productive site visit - prepare specific and detailed questions in advance of your visit (e.g., What are your greatest challenges? What would you consider your most unique programs? What do you need (or would you like to have) that you don't have? etc.)

Your site visit should examine palliative care issues in detail (successes & challenges) related to the setting/population you have chosen. If you have any questions regarding what is required, please be sure to speak with your tutorial facilitator (TA) or instructor.

Presentation Content:

- I. *Introduction (approx. 5 minutes)*

Introduce your topic and provide a brief summary of key findings of current literature on the topic you have chosen (e.g., what does existing evidence tell us about palliative care & this population). Include a brief introduction to the facility/population you have chosen

II. Key Findings From Your Site Visit (10 mins.)

Key findings resulting from your interview including policies, programs, services provided to optimize care for individuals with a life threatening illness; successes (e.g., what is working well to meet the needs of individuals with terminal illnesses; innovative programs; etc.) and challenges & limitations (e.g., what is missing; program, service & resource gaps; etc.)

III. Recommendations (10 mins.)

Provide a number of specific recommendations that are *workable & practical* to improve care for individuals with terminal illnesses in the setting you have chosen (there should be evidence of reflective, critical and original thinking that engages the complexities of the issues)

Presentation Structure:

The length of presentations will be approximately 25 minutes, with an additional 5 minutes for questions and peer evaluation. The presentation should include a 1-page handout, summarizing the information presented, which will be electronically distributed to all students as a resource. It is the students' responsibility to know which presentation group they are in and to come prepared to present on the day assigned. Once scheduled, no re-scheduling of presentations will be permitted. The presentation groups are balanced for size and therefore requests for a change of section will usually not be granted.

Presentation style is up to each group. Audiovisual equipment varies from room to room. Students are responsible for arranging the equipment required for their presentations (e.g., laptop; projection unit; etc.). **Please do not ask your TA to this,** as he/she is not able to request AV equipment for student use.

Please note: Students will not be penalized for their presentation style (e.g., overhead vs. PowerPoint presentation), rather content and evidence of critical thinking will form the basis of their grade (please see evaluation criteria). Simply reading the content of the one page summary is not acceptable.

**Tutorial/Presentation Schedule
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Tutorial Day: Monday Time: 4:30-5:30 Location: UC 142 _____

Week	Presentation Schedule
Week 1: Sept. 13	Tutorials begin <i>Overview of tutorial requirements; grading criteria; examples of presentation topics & format; questions & answers; presentation format & schedule; group assignment of 4-5 students/group for a total of 16 groups</i>
Week 2: Sept. 20	<i>Sharing of topic ideas; topic selection by groups; selection of dates for presentation; finalization of presentation schedule</i>
Week 3: Sept. 27	<i>Finalization of presentation topics and schedule; flexible time for student group work & site visit.</i>
Week 4: Oct. 4	Tutorial Presentations 1 and 2
Week 5: Oct. 11	Thanksgiving Holiday: No tutorials/presentations
Week 6: Oct. 18	MID-TERM EXAM WEEK (no tutorials/presentations)

Week 7: Oct. 25	Tutorial Presentations 3 and 4
Week 8: Nov. 1	Tutorial Presentations 5 and 6
Week 9: Nov. 8	Tutorial Presentations 7 and 8
Week 10: Nov. 15	Tutorial Presentations 9 and 10
Week 11: Nov. 22	Tutorial Presentations 11 and 12
Week 12: Nov. 29	Tutorial Presentations 13 and 14
Week 13: Dec. 6	Tutorial Presentations 15 and 16

Tutorial/Presentation - Within-Group Peer Evaluation (2%)
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Evaluation criteria: The individual attended all group meetings for their full duration (unless previously arranged in which case he/she made up for the time lost). The student contributed fully *at the meetings and to the work* (written and otherwise). The individual took initiative in getting the group organized regarding the section(s) for which he/she were team leader (and clearly understood the section he/she was leading, as well as the other sections of the project). The individual made a significant contribution to the presentation, worked well with other group members, made clear attempts to foster cohesiveness, and was a reliable and dependable member of the group.

1. Student being evaluated:

1	2	3	4	5	6
Met none of the above requirements	Met 20%	Met 40%	Met 60%	Met 80%	Met all of the above requirements

2. Student being evaluated:

1	2	3	4	5	6
Met none of the above requirements	Met 20%	Met 40%	Met 60%	Met 80%	Met all of the above requirements

3. Student being evaluated:

1	2	3	4	5	6
Met none of the above requirements	Met 20%	Met 40%	Met 60%	Met 80%	Met all of the above requirements

**Tutorial/Presentation - Tutorial Peer Group Evaluation (3%)
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Date of Presentation: _____ Topic: _____

Presenters: _____

Evaluator's Name: _____ Signature: _____

Please check the box that best describes the various key components of the presentation

Poor Fair Good Very Good Excellent

	(1)	(2)	(3)	(4)	(5)
Advance Preparation <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization & Conduct of Presentation <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of Topic <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of Critical Thinking <small>(variety of <u>credible</u> information sources used; information relevant to health professionals; etc.)</small> <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handout (1 page) <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments:

Please note: expected average is 3-4 (exceptional presentations=5; weak presentations=≤2)

**Tutorial/Presentation - Tutorial Facilitator/TA Group Evaluation (10%)
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Date of Presentation: Topic:

Presenters:

Evaluator's Name: Signature: _____

Please check the box that best describes the various key components of the presentation

Poor Fair Good Very Good Excellent

	(1)	(2)	(3)	(4)	(5)
Advance Preparation <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization & Conduct of Presentation <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of Topic <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of Critical Thinking <small>(variety of <u>credible</u> information sources used; information relevant to health professionals; etc.)</small> <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handout (1 page) <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments:

Please note: expected average is 3-4 (exceptional presentations=5; weak presentations= \leq 2)

Participation Mark: A 10% mark will be assigned by the instructor based on your attendance and feedback during the evaluation of four peer group presentations/tutorials on your assigned dates. Marks will be based upon your attentiveness, listening skills and questions posed (demonstrate critical thinking) during the four presentations, as well as insightful comments in your written feedback forms (above).

Important dates:

September 13, 2010 Fall classes begin
December 8, 2010 Term classes end
December 10-21, 2010 Final exam period
December 22, 2010 Fall term ends