

The University of Western Ontario
School of Health Studies
Health Sciences HS4710a
Palliative & End of Life Care: Critical Issues

Instructor: Cheryl A. Talbot, Lecturer

September 2011

Email:

Office Hours: Immediately after class or by appointment

Lectures: Wednesdays 3:30 - 5:30 p.m. TH 3102

Tutorials/Seminars: Mondays 4:30 - 5:30 p.m. TH 3102

Prerequisite Checking

Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may 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.

Please refer to the current Western Academic Calendar at www.westerncalendar.uwo.ca for further details.

Course Information

Students will explore the concept of palliative care within a health sciences/health professions context. They 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's 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.

HS4710 is supported by WebCT (<http://webct.uwo.ca>). 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.

The course consists of 2 lecture hours and 1 tutorial hour per week. Topics and required readings are as follows:

Week	Date	Lecture Topics	Required Readings
1	Sept. 14	Introduction to Death, Dying and Palliative Care in Canadian Society	Chapter 1 & WebCT
2	Sept. 21	Attitudes Toward Death and Dying	Chapter 2 & WebCT
3	Sept. 28	Frameworks: Legal, Ethical and National Palliative Care Model	Chapter 14 & WebCT
4	Oct. 5	Foundational Concepts of Palliative Care	WebCT
5	Oct. 12	The Influence of Religion, Culture and Age	Chapters 3, 4, 6 & 8 & WebCT
6	Oct. 19	MID--TERM EXAM (Covers chapters 1, 2, 3, 4, 6, 8, 14 and all other required reading and lecture material from weeks 1-5)	
7	Oct. 26	Settings of Care: Hospital, Community and Long Term Care	Chapter 11 & WebCT
8	Nov. 2	Application of CHPCA Model to Guide Care	Chapter 7 & WebCT
9	Nov. 9	Spiritual Care and Meaning Making	Chapter 13 & WebCT
10	Nov. 16	Special Topics	Chapter 9 & WebCT
11	Nov. 23	Loss, Grief and Bereavement	Chapters 5, 10 & 12 & WebCT
12	Nov. 30	How to Help	Chapters (12), 15 & WebCT
13	Dec. 7	After Death Practices <i>Class will be held in a local funeral home</i>	WebCT
FINAL EXAMINATION Date & time to be determined by the Registrar's Office Covers chapters 5, 7, 9, 10, 11, 12, 13, 15 and all other required readings and lecture material presented during weeks 7-13			

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 attend all classes and at least 5 tutorial days (in addition to the one in which their group presents) as some material covered during lectures will not be in the 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 are

having any problems or difficulties with any aspect of the course, please contact the course instructor. Comments, suggestions and constructive feedback are always welcome and appreciated.

Tutorial Details:

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 should 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.

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 4. Each student group will be required to (a) choose a setting from a list provided by the lecturers 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 class. Specific details and evaluation criteria for presentations are attached. The length of these presentations will be approximately 30 minutes, including questions/discussion. The presentation should include a 1-page handout summarizing the information presented, which will be distributed to all students electronically. It is the student's responsibility to know which presentation group they are in and to come prepared to present on the day assigned. Once scheduled, no rescheduling of presentations will be permitted.

Tutorials will begin on September 12, 2011 and students will be able to form groups and sign up for their presentation topic and site at this time. Tutorial presentations will begin on October 3rd. Informal feedback will be provided to students immediately following their presentations. Tutorial grades will be posted on WebCT at the end of term, upon completion of all presentations.

Tutorial Process:

1. Choose 3 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:
 - long-term care settings (specific homes chosen by lecturers)
 - specialized palliative care beds (e.g. Parkwood Hospital, London Health Sciences Centre)
 - hospice (e.g., John Gordon Home, Hospice London)

- paediatric palliative care (Children's Hospital, Regional Cancer Centre)
 - community palliative care (e.g. Community Care Access Centres)
 - homeless/shelters/street people
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 classmates. Forward an electronic copy of this summary to your instructor **no later** than the Friday before your presentation so that it can be posted on WebCT prior to your presentation.

Please note: A maximum of 2 groups comprised of 4 students each will be allowed to visit the same palliative care setting to ensure balance and to avoid overloading palliative care sites. It will be a "first come, first served" 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 the Lecturers. This should be done no later than the end of the lecture on Wednesday, September 21, 2011.

Helpful Hints . . .

- don't procrastinate; health professionals in the workforce 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 lecturer well in advance of your presentation.

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 in this population?)

- 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 each presentation 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 student's 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 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).

Tutorial/Presentation Schedule HS4710a - Fall 2011

Tutorial Day: Monday

Time: 4:30-5:30

Location: TH 3102

Week	Presentation Schedule
Week 1: Sept. 12	<i>Tutorials begin</i>

	<i>Overview of tutorial requirements, grading criteria, examples of presentation topics & format, questions & answers; presentation schedule, group assignment of 4 students/group for a total of 15 groups</i>
Week 2: Sept. 19	<i>Sharing of topic ideas; topic selection by groups; selection of dates for presentation; finalization of presentation schedule</i>
Week 3: Sept. 26	<i>Flexible time for student group work & site visit</i>
Week 4: Oct. 3	Tutorial presentation # 1
Week 5: Oct. 10	Thanksgiving Holiday: No tutorials/presentations
Week 6: Oct. 17	MID-TERM EXAM WEEK (no tutorials/presentations)
Week 7: Oct. 24	Tutorial presentations # 2 & 3
Week 8: Oct. 31	Tutorial presentations # 4 & 5
Week 9: Nov. 7	Tutorial presentations # 6 & 7
Week 10: Nov. 14	Tutorial presentations # 8 & 9
Week 11: Nov. 21	Tutorial presentations # 10 & 11
Week 12: Nov. 28	Tutorial presentations # 12 & 13

- b) One posting (2%) and 3 responses (1% each) to classmates' postings in the forum of discussions on WebCT. Each posting and response must be scholarly, respectful and reflect critical thinking.

Final Exam 35%

Date, time & location to be determined by the Registrar's Office. Duration 3 hours

Covers chapters 5, 7, 9, 10, 11, 12, 13, 15 and all other required readings and lecture materials presented during weeks 7 to 13. Exam format: mixed format [short answer and multiple choice]

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

Tutorial/Presentation - Within-Group Peer Evaluation

Students will be asked to evaluate each of their peer's participation/contributions to the tutorial presentation project. The information submitted by the group participants will be taken into consideration by the course lecturers when assigning the final tutorial presentation mark for each student. Blank copies of the evaluation forms will be provided by the lecturers on the tutorial days.

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 was 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:

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

Tutorial/Presentation - Lecturer Group Evaluation (20%)

A sample copy of the marking record used by the lecturers when grading group presentations is found below:

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

Additional Comments:

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

ADDITIONAL STATEMENTS

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit <http://www.uwo.ca/univsec/board/code.pdf>.

English Proficiency for the Assignment of Grades

Visit the website <http://www.uwo.ca/univsec/handbook/exam/english.pdf>.

Accommodation for Medical Illness or Non-Medical Absences

http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

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 or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm>.

Documentation is required for non-medical absences where the course work missed is more than 10% of the overall grade. Students may contact their Faculty Academic Counselling Office for what documentation is needed.

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted, as soon as possible, to the appropriate Academic Counselling Office of the student's Faculty of registration. For BHSc students, you may go to the School of Health Studies Office in HSB room 222.

Scholastic 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 website: http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf.

Additionally,

1. 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 for such checking 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>).
2. 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.

Support Services

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>