

The University of Western Ontario
School of Health Studies

Health Sciences HS4710a
Palliative & End of Life Care

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Office Hours: Immediately after class or by appointment

Tutorials:

Lectures:

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 holistic care to terminally ill and bereaved individuals, and how the palliative care system works locally, regionally and nationally. Emphasis will be placed 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 perspectives 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.

Learning Philosophy

The learning process is considered to be a collaborative effort between faculty and students. The instructor will endeavour to stimulate student's engagement of the course material through interactive lectures and course activities. Students are invited to contribute to learning community by actively participating in discussion and classroom activities, attending classes and tutorials, and providing the instructor with suggestions, comments, and constructive feedback. Students are also encouraged to

share any relevant material with the class and are asked to forward such material to the instructor at least two days before the related lecture. As examination material will cover both textbook and lecture material, students are strongly encouraged to attend all classes and take lecture notes. The instructor is available to support students with any difficulties or concerns related to the course and welcomes conversations regarding specific learning needs.

Learning Environment

The topic of death and dying can often evoke strong personal convictions and engage difficult memories. This may illicit strong emotions and students are encouraged to treat their peers with respect and kindness. The nature of the classroom is not conducive to any assurance of confidentiality and students are reminded to be cognizant of this when sharing personal information. Likewise, the instructor will make every effort to maintain the confidentiality of personal information shared in submitted assignments unless disclosure is otherwise required by law or university policy.

Students emotionally triggered by course materials are encouraged to seek out the support of university counselling services.

A full listing of available counselling services is listed at:

http://www.health.uwo.ca/mental_health/counselling.html

Use of Technology

Students are encouraged to consider the use of technology in the classroom as a tool to enhance learning and engage with course materials in alternative ways. However, there is an expectation that students will refrain from any use of technology that will prevent themselves or others from full engagement in the classroom community. As per university policy, electronic devices are not permitted during exams.

HS4710 is supported by OWL (<https://owl.uwo.ca>). All grades and assignments will be returned on OWL rather than being provided in class, by telephone, or by email. Students are asked to carefully monitor the announcements menu on the course website for any changes or cancellations in lectures, readings or assignment due dates.

Accessibility

The instructor will endeavour to use a variety of methods and mediums to make the course and course material accesible to learners with a variety of learning styles. Students are encouraged to be proactive in discussing their learning styles with the instructor at the beginning of the term. As per university policy, students requiring specific accomodations should meet with either their academic counsellor or services for students with disabilities who will partner with the instructor in ensuring that the student's specific learning needs are met.

Class Schedule:

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		Introduction to Death, Dying and Palliative Care in Canadian Society	Chapter 1 & OWL articles
2		Attitudes Toward Death and Dying	Chapter 2 & OWL articles
3		The Influence of Religion, Culture and Age	Chapters 3, 4, 6 & 8 & OWL articles
4		Frameworks: Legal, Ethical and National Palliative Care Model	Chapter 14 & OWL articles
5		Foundational Concepts of Palliative Care	OWL articles
6		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		Application of CHPCA Model to Guide Care	Chapter 7 & OWL articles
8		Settings of Care: Hospital, community and long-term care	Chapter 11 & OWL articles
9		Spiritual Care and Meaning Making	Chapter 13 & OWL articles
10		After Death Practices <i>*Class will be held in a local funeral home (attendance is optional – see below)</i>	OWL articles
11		Special Topics: Palliative Sedation, Suicide, and Occupational Health Risks	Chapter 9 & OWL articles
12		Loss, Grief and Bereavement	Chapters 5, 10 & 12 and OWL articles
13		How to Help	Chapters (12), 15 & OWL articles
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			

****Please note:*** On Week 10 the class will be held at a local funeral home provided a funeral is not being held at the facility that day. Previous students have provided very positive feedback about their experience in this learning activity. The funeral directors will provide insight into the business of organizing funerals, discuss how they handle occupational stress, lead a tour of the facility and answer students' questions. **At no time will students be near the bodies of people being prepared for funerals.** The lecturer is cognizant that attendance in a funeral home may provoke anxiety in some students based on their previous life experiences; as a result, attendance at the funeral home is not mandatory. Assigned reading material is testable, but information provided solely by the funeral directors is not.

Tutorial Details

Actual, "hands-on" experiences provide invaluable learning opportunities for 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 four individuals. Each student group will be required to (a) choose a setting from a list provided by the lecturer 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. Please refer to the Office of Research Ethics website at: <http://www.uwo.ca/research/ethics/> for information regarding ethical research involving humans.

Specific details and evaluation criteria for presentations are attached. The length of these presentations will be approximately 25 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 students' 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 11, 2013 and students will be able to form groups and sign up for their presentation topic and site at this time. **Student tutorial presentations will begin on October 2nd.** Informal feedback will be provided to students immediately following their presentations. Tutorial grades will be posted on OWL at the end of term, upon completion of all presentations.

Tutorial/Presentation Schedule:

Tutorial Day:

Week	Presentation Schedule
Week 1:	<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:	<i>Sharing of topic ideas; topic selection by groups; selection of dates for presentation; finalization of presentation schedule</i>
Week 3:	<i>Flexible time for student group work & site visit</i>
Week 4:	Tutorial presentation #1 & 2
Week 5:	Tutorial Presentation #3 & 4
Week 6:	MID-TERM EXAM WEEK (no tutorials/presentations)
Week 7:	Tutorial presentations #5 & 6
Week 8:	Tutorial presentations #7 & 8
Week 9:	Tutorial presentations #9 & 10
Week 10:	No Tutorial Presentations – Funeral Home Visit
Week 11:	Tutorial presentations #11 & 12
Week 12:	Tutorial presentations #13 & 14
Week 13:	Final tutorial presentation #15 & Exam Review

Course Evaluation

Attendance (5%)

Students will receive 5% by attending and actively engaging in the discussion at 5 tutorial presentations in addition to their own. As these presentations provide an excellent opportunity to learn more about various palliative care contexts, attendance at all tutorial presentations is recommended.

Tutorial Presentations (20%)

Process:

1. Choose 3 or 4 other students in the class with whom you would like to work.
2. Choose a palliative care setting to study (have 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 lecturer)
 - specialized palliative care units (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
 - students are invited to discuss other settings with the instructor based on their geographical interests and mobility
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 OWL prior to your presentation.

Forward an electronic copy of your presentation to your instructor **no later** than the Sunday before your presentation and be sure to include your references in this submission.

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 overwhelming any particular 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 Lecturer.

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.

Content:

I. Introduction (approx. 5 min)

- 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 min)

- 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 min)

- 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.**

Structure:

The length of each presentation will be approximately 25 minutes including time for questions. 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.

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.).

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

Date of Presentation: _____ Topic: _____

Presenters:

Instructor's Name: _____

Signature: _____

	Poor	Fair	Good	Excellent
Advance Preparation <i>Comments:</i>	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>
Organization & Conduct of Presentation <i>Comments:</i>	<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"/>
Evidence of Critical Thinking (variety of <u>credible</u> information sources used; information relevant to health professionals, etc.) <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handout (1 page – well organized, supplements presentation, lists sources used with proper use of APA) <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments:

Expected average is 3 (exceptional presentations: 4; weak presentations: ≤ 2)

Please note: Students will not be evaluated on their presentation style (e.g., overhead vs. Powerpoint presentation); content and evidence of critical thinking will form the basis of their grade.

Media Review Assignment (15%)

Review a media (film, television, book, video game... etc.) depiction of death, dying, or bereavement. Provide a **brief** summary of the media examined. Critically examine this depiction and your reflections in light of course materials and relevant scholarly literature then reflect on how the media depiction of death resonates or contrasts with your own experiences and cultural/religious framework for death, dying, and bereavement. Be sure to properly reference the media and all sources reviewed. Students may also, at their discretion, choose to select two pieces of media for comparison. The instructor will provide a suggested list of media but students are encouraged to be creative in their selection. Students are invited to discuss their chosen media with the instructor prior to completing the assignment. Papers should be concise and present their argument in 5 double spaced pages.

Media review assignments will be marked using the following rubric:

Structure and Style of Submission: /5

Students are encouraged to seek the support of the writing support centre in producing an academic paper in which ideas flow logically, sources are referenced properly, and grammar is used skillfully. Students are asked to use double spaced 12-point Times New Roman font with 1.5-inch margins. Sources should be cited using APA referencing according the American Psychological Association's Publication Manual (6th Edition).

Appropriate use of Course Materials AND Scholarly Literature: /5

Students will be graded on their ability to integrate both course materials and other scholarly literature into their reflective papers. While other materials (such as websites, popular media, and classroom discussion) may be referenced in this assignment, students should aim to cite at least 5 relevant peer reviewed sources.

Critical Reflection: /5

Students will be graded on their ability to present meaningful and critical thought demonstrating an understanding of the discourse surrounding palliative and end of life care as obtained through course lectures, tutorial presentations, classroom discussions, assigned readings, and other scholarly literature. Strong assignments will present compelling arguments as to the quality and accuracy of the reviewed media's depiction of death and its impact on interprofessional practice in palliative and end of life care.

Evaluation Summary

Mid-Term Exam 30%

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]. Multiple choice questions will emphasize textbook content.

For non-medical absences, a makeup midterm will be provided. This will not be the same as the midterm written during the scheduled exam period and may consist solely of essay questions.

Tutorials/Presentation 20%

If non-medical absence coincides with the scheduled group tutorial presentation, evaluation will be decided on work to date. Alternative arrangements for the actual presentation (if was an intended speaker) and notification of absence to group members is the responsibility of the student.

Media Review Assignment 15%

Late assignments will receive a penalty of 10% per day unless otherwise discussed with your academic counsellor and the instructor **prior** to the due date for the assignment. Assignments greater than 5 days late will not be graded. The instructor requests that all assignments be submitted electronically through OWL. Papers and grades will be electronically returned to students with the instructor's comments.

Tutorial Attendance 5%

Students will receive 5% for attending 5 tutorial presentation days in addition to the day of their own group's presentation. Attendance will be taken at the beginning of each tutorial session and students arriving to class after the presentation has begun will not receive credit for attendance on that particular tutorial day.

Final Exam 30%

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]. Multiple choice questions will emphasize textbook content.

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

Review of Grades

The instructor welcomes discussion regarding assigned grades and will happily meet with students to review graded materials. The instructor asks that students submit requests for such reviews in writing via email. Students should be aware that any review of graded materials may result in an increase or decrease of the assigned grade. Grades will be modified only if the instructor discovers an error in the grading of an assignment or exam. If students remain unsatisfied following a review with the instructor they may formally appeal the grade through the university's appeal process. Students wishing to improve their performance in the course following receipt of their midterm grade are encouraged to consult both their instructor and academic counsellor.

Course Materials

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

- b) Weekly readings posted on OWL. Please note which posted readings are required and which are there simply for your reference.

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 when 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 inquiries as to the documentation required.

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. Ombudsperson's Office -- <http://www.uwo.ca/ombuds/>
5. Writing Support Centre -- <http://www.sdc.uwo.ca/writing/>