

The University of Western Ontario  
School of Health Studies

Health Sciences HS4710B  
Palliative & End of Life Care

Instructor: Jared Dalton M.S.W., R.S.W.

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Office Hours: Thursdays 4:30-5:30 by appointment. Please contact for alternative options.

Lectures: Thursdays 2:30-4:30

### **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](http://www.westerncalendar.uwo.ca) for further details.

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### **Course Information**

Students will explore the concept of palliative care within a health sciences/health professional 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 the 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 assigned readings 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 individual learning needs.

### ***Learning Environment***

The topic of death and dying can often evoke strong personal convictions and engage memories of loss. This may elicit 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 or community counselling services.

A full listing of counselling services available on campus is available at:

[https://uwo.ca/health/mental\\_wellbeing/self/student.html](https://uwo.ca/health/mental_wellbeing/self/student.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 innovative 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 accessible to learners with a variety of learning styles and needs. Students are encouraged to be proactive in discussing their learning needs with the instructor at the beginning of the term. As per university policy, students requiring specific academic accommodations should meet with 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:**

<b>Week</b>	<b>Date</b>	<b>Lecture Topics</b>	<b>Required Readings</b>
1	Jan. 10 <sup>th</sup>	Introduction to Death, Dying and Palliative Care in Canadian Society	Chapter 1 & OWL articles
2	17 <sup>th</sup>	Attitudes Toward Death and Dying	Chapter 2 & OWL articles
3	24 <sup>th</sup>	The Influence of Religion, Culture and Age	Chapters 3, 4, 6 & 8 & OWL articles
4	31 <sup>st</sup>	Frameworks: Legal, Ethical and National Palliative Care Model	Chapter 14 & OWL articles
5	Feb. 7 <sup>th</sup>	Foundational Concepts of Palliative Care	OWL articles
6	14 <sup>th</sup>	<b>MID--TERM EXAM (Covers chapters 1, 2, 3, 4, 6, 8, 14 and all other required reading and lecture material from weeks 1-5)</b>	
7	28 <sup>th</sup>	Application of CHPCA Model to Guide Care	Chapter 7 & OWL articles
8	March 7 <sup>th</sup>	Pediatric Palliative Care with Lisa Pearlman, NP at Children's Hospital	OWL articles
9	14 <sup>th</sup>	Palliative Care Settings, Spiritual Care and Meaning Making	Chapter 11, 13 & OWL articles
10	21 <sup>st</sup>	After Death Practices <i>*Class will be held in a local funeral home (attendance is optional – see below)</i>	Chapter 9 & OWL articles
11	28 <sup>th</sup>	Palliative Care with Special Populations (Guest Speaker - TBA)	OWL Articles
12	April 4 <sup>th</sup>	Loss, Grief and Bereavement & How to Help	Chapters 5, 10, 12 & 15
<p><b>COMPREHENSIVE FINAL EXAMINATION</b>  <b>Date &amp; time to be determined by the Registrar's Office</b>  <b>While all course material will be included on the exam it will emphasize material from chapters 5, 7, 9, 10, 11, 12, 13, 15, required OWL readings, lecture material presented during weeks 7-13. Exam will also cover material from student site visit report submissions and guest speakers.</b></p>			

***\*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. 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.

### **Evaluation Summary**

#### *In Class Reflection Questions*      15%

On 4 different occasions of the professors choosing a reflection question will be posed in class. Students will have up to 24 hours following the class to submit their response, which should be limited to no more than 250 words, or 1 page double-spaced. Only responses from students who were present in class will be graded. An alternative assignment and/or make up reflection will be provided for students with a documented disability related absence from class.

#### *Mid-Term Exam*                              25%

Will be held February 14<sup>th</sup> during class. 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.

#### *Site Visit Reports*                              20%

Student site visits are to be submitted no later than **midnight** on the day in which they are due. Late submissions will lose one mark per day they are late for up to 4 days after which they will not be marked. Extensions will be considered under exceptional circumstances provided they are requested in writing prior to the due date. Details for the assignment and rubric are attached and posted to OWL.

#### *Comprehensive Final Exam*      40%

To be scheduled by the registrar's office during the final exam period. Final exam content will be comprehensive but will emphasize chapters 5, 7, 9, 10, 11, 12, 13, 15 and all other required readings and lecture materials presented during weeks 7 to 12 (including guest speakers). The final exam will also include questions pertaining to your classmates site visit reports. 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>

### **Evaluation Criteria**

### *In-Class Reflection Questions (15%)*

To encourage engagement and critical reflection, the students will be assigned reflective questions in 4 classes of the professors choosing. Submissions will be graded as follows: (0) for an incomplete or irrelevant submission, (1) for a submission which provides a relevant response to the question posed but does not demonstrate depth of reflection, critical thought, or engagement with course materials, (2) for a relevant submission that demonstrates acceptable depth of reflection and/or critical engagement with course material, and (2.5) for a relevant submission that demonstrates *exceptional* depth of reflection, critical thought and integration of course material. Students are asked to submit their responses to OWL within 24 hours of the class in which they were assigned. Submissions will not be accepted from students absent from class.

### *Palliative Care Site Visit Reports (20%)*

Actual, "hands-on" experiences provide invaluable learning opportunities for students. The purpose of the site visit 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 site visit reports provide valuable information regarding the context of palliative and end of life care in the region. Students are expected to review and engage with their classmate's reports as they are posted on OWL as they will be covered in the site visit report online quiz AND on the comprehensive final exam.

Students will work in groups of approximately four to six members. Each student group will be required to choose a setting from a list provided by the lecturer within which palliative care is provided, research how palliative care is provided in this setting (including a literature review and site visit), and submit a report outlining their findings to the remainder of the class. As a community based research project, this assignment has undergone prior research ethics approval. Please refer to the Office of Research Ethics website at: <http://www.uwo.ca/research/ethics/> for information regarding ethical research involving humans.

Student site visit submissions will begin on February 1<sup>st</sup> and continue throughout the term. Grades will be posted on OWL at the end of the term, following the final site visit submissions but prior to the final exam.

#### *Process:*

1. Choose 4 -6 other students in the class with whom you would like to work. Groups will be established during class on January 17<sup>th</sup>. Students not present in class this week may appoint a classmate to sign them up for a group OR will be randomly assigned a group by the course instructor.

2. With your group decide which palliative care setting you would like to study (and have a second and third choice in the event your first is not available). A list of possible settings is provided on OWL. Students are encouraged to discuss alternative settings with the instructor based on their interest. Sign up for settings and due dates will be done by lottery on the second week of class.
3. Conduct a literature review and synthesize current literature related to the palliative care setting you have selected. Summarize benefits and challenges of working in this particular setting and the population(s) for which the setting would be appropriate. Prepare detailed questions in advance of 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 site report. Reports can be submitted as written reports, videos, or audiovisual (voice over powerpoint/prezi). Other mediums may be considered upon consultation with the instructor. Creativity in form is encouraged but grading will rely solely on content and integration of academic literature. Written reports are expected to make proper use of grammar and APA referencing. Video and audiovisual presentations should include an accompanying reference list/handout in APA style.
6. Reports should be submitted to OWL no later than midnight on the date in which they are due. Consent forms should be submitted directly, via email, to the instructor. Due dates for reports are staggered to allow your classmates time to view and engage with them throughout the semester.

#### *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? What wants do you have? ... etc.)

Your site visit should examine palliative care issues in detail (successes & challenges) related to the setting/population you have chosen.

#### *Content should include:*

##### *I. Introduction*

- 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 setting or with this specific population?)
- Provide a brief introduction to the site/population you have chosen.

##### *II. Key Findings of Site Visit*

- Share key findings resulting from your interview including policies, funding and referral models, 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.). Base your analysis on your findings from academic literature and course material (including the textbook).

### III. *Recommendations*

- Provide **at least** two 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, creative and critical thought that engages the complexities of the provision of care in your particular setting.**

### IV. *Consent Forms*

- Groups are required to obtain informed consent from each person they interview. These consents are to be submitted directly to the instructor via email.
- Any photography, audio or video recording requires a separate consent form, which should also be submitted directly to the instructor. Please note: Most sites will not permit photography or video recording to preserve patient privacy.
- Media obtained from publicly available sources (websites, magazines ... etc.) should have the original source referenced but consent is not required.

### V. *Reference List and Handout*

- All submissions (including audio/video) will include a 1-page handout summarizing key findings and important information regarding the setting reviewed.
- Each group will also include an additional 1-page reference list in APA style listing all sources utilized in the report. Slideshow presentations may include their references on a final slide but are still expected to follow APA referencing style guidelines.

### *Structure:*

The length of each report should be limited to a maximum of 30 minutes for video/audio submissions and 6 pages double spaced for written submissions. Submission deadlines are staggered in order to allow students time to view their peers submitted material. Group members are expected to distribute work equitably but video/audio submissions need not include each group member.

**Please note:** Students will not be evaluated on their choice of medium and are encouraged to demonstrate creativity in assembling a submission that will be engaging and appealing to their classmates.

Submissions will be graded according to the following rubric:

	(1)	(2)	(3)	(4)	(5)
<b>Quality of Content</b> (provides a complete overview of the setting demonstrating an understanding of the strengths and challenges the setting faces from both a clinical and administrative/policy perspective).	<input type="checkbox"/>				
<b>Organization &amp; Academic Form</b> (consents obtained, proper APA referencing, on-time submission, if written – appropriate use of grammar and structure; if audio/visual – material is clearly conveyed and emphasizes content over form).	<input type="checkbox"/>				
<b>Quality of Academic Analysis</b> (variety of credible and relevant sources utilized and referenced, analysis and recommendations adequately integrate course material and evidence from scholarly sources).	<input type="checkbox"/>				
<b>Evidence of Critical Thought</b> (analysis and recommendations demonstrate critical thought, recommendations are practical and creative).	<input type="checkbox"/>				

Expected average of 3-4 out of 5 on the above rubric. 5's are reserved for exceptional performance on the expected outcomes.

### **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.

The university-wide descriptor of the meaning of letter grades, as approved by Senate:

- A+ 90-100 One could scarcely expect better from a student at this level
- A 80-89 Superior work that 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

It is expected that the grades for this course will fall between 74% and 80%. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade, by the instructor, to bring the class average in line with school policy.

## **Course Materials**

- A) The Ultimate Challenge: Coping with Death, Dying and Bereavement (1<sup>st</sup> Ed) Marilyn Hadad, 2008. Canada: Nelson Education (available at UWO Bookstore).
  - B) Readings and videos will be posted on OWL throughout the term. Please note that only some of the posted material on OWL is required, others are there to provide additional resources on specific topics to those with additional interest. Check the blue information icon on each reading to determine whether or not it is required.
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## **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](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](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/>