

The University of Western Ontario
School of Health Studies

Health Sciences HS410
Palliative & End of Life Care

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may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course.

Health sciences/health professionals 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 palliative care to

placed on an interprofessional approach to palliative care and critical issues affecting the practice of palliative care. Students will explore 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

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 (3) for a relevant submission that demonstrates exceptional depth of reflection, critical thought and integration of

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 be 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 and be submitted 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

- x Share key findings resulting from your interview including policies, funding and referral models, programs, services provided to optimize care for individuals with 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

- x 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

- x Groups are required to obtain informed consent from each person they interview. These consents are to be submitted directly to the instructor via email.
- x 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.
- x Media obtained (text, audio, video, etc.) must be referenced in the report. If the original source is referenced but consent is not required.

V. Reference List and Handout

- x All submissions (including audio/video) will include a one page handout summarizing key findings and important information regarding the setting reviewed.
- x Each group will also include an additional page reference list in APA style listing all sources utilized in the report. Slideshow presentations may include their reference list 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 contribute work equitably but video/audio submissions need not include each 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.

Course Materials

- A) The Ultimate Challenge: Coping with Death, Dying and Bereavement 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

Documentation is required for nonmedical absences where the course work missed is more than 10% of the overall grade. Students may contact the Faculty Academic Counselling Office for inquiries as to the documentation required