

University of Calgary Faculty of Nursing

Philosophy and Practice in Palliative Care

COURSE OUTLINE

**NURSING 517 (Undergraduate)
NURSING 617 (Graduate)**

**Winter 2011
Mondays 1300-1550
Room: Professional Faculties 222**



Course Professors/Coordinators:

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COURSE PHILOSOPHY:

Welcome to *Philosophy and Practice in Palliative Care*. This interdisciplinary course will introduce you to the knowledge and expertise in the field of palliative and hospice care. We intend this course to be meaningful and have practical application to various settings in the palliative care community. For some, this may be a first experience with palliative care. Others, may have cared for and or experienced personal loss involving family or friends. These experiences will impact your understanding as you grow and develop with the knowledge learned in this course.

An important focus throughout the course will include self- reflection, exploring your own beliefs, values and attitudes about life, illness, death, and dying. The course content reflects the holistic philosophies, values, and practices of an interdisciplinary approach to care. You will meet various members of the interdisciplinary team who will share their disciplinary perspectives and expertise.

This course is designed primarily as a theory course with exercises and discussion intended to engage you in a constant process of reflection on how caring for dying individuals impacts you both personally and in your practice. This course is highly recommended as a pre-requisite for further practicums in palliative care.

COURSE OBJECTIVES:

The student will be provided with opportunities to:

- Reflect on death, dying and bereavement through personal, professional, theoretical and philosophical perspectives.
- Explore one's values, beliefs, attitudes, and life experiences related to issues with death and dying.
- Develop an understanding of professional responsibility, relationships, and boundaries (within the context of an interdisciplinary team) in caring for terminally ill individuals and their family.
- Demonstrate understanding of the philosophy of palliative care, the physiological, psychological, and spiritual dimensions of a life threatening illness.
- Demonstrate understanding of principles of symptom management, and supportive care.
- Examine best practices in palliative/hospice care.
- Demonstrate understanding of ethics and legal issues related to palliative care.
- Explore traditional and non-traditional places in which palliative/hospice care is provided.

REQUIRED RESOURCES:

There is a variety of ways for you to access the required weekly readings.

A Complete Reading Package of weekly readings is available for purchase at the University of Calgary **Book Store**. You may also access the readings from a binder placed in the learning centre under the course Nursing 517/617. As well, many of the articles will be linked, available on blackboard, under "**Bibliography**". Those readings not available on blackboard (textbook readings) can be located in the binder in the LC.

COURSE EVALUATION: UNDERGRADUATE STUDENTS (N 517)

There are 3 assignments. For Assignment #1, there is a choice of 2 options.

1 Option A

Active Inquiry: Reflection and Analysis of Class Presentation/Content (Choose 3 presentations/content)

50% of final grade

Due Date: The Monday following the scheduled topic

Paper Length: Each paper is not to exceed 8 double spaced pages **not** including references.

-APA format required

The purpose of this assignment is for you to critically analyze and reflect on specific class presentations in a scholarly manner. Focus questions below will guide you in: the development of your writing, assist you in clarifying your understanding of the information presented in the lecture, apply your learning to clinical practice, examine different perspectives and alternative approaches and relate the readings and other activities to the lecture topic. You will also consider 3 additional references that you choose from scholarly journals. Consider the following focus questions in your discussion:

Contextual Awareness and Deciding What to Observe and Consider

This includes an awareness of what's happening in the context of the situation, (presentation) including values, cultural issues, and environmental influences

- What impressions, reactions, questions, judgments, or feelings do you have related to the class presentation?
- What elements of the presentation excited and or surprised you? What was confirmed for you?
- What knowledge, values and beliefs did you bring to this class presentation that compliments your understanding?

Exploring and Imagining Alternatives

This involves exploring other possibilities important in this situation

- What new knowledge have you gained from this presentation?
- What do you need to research further to gain a greater understanding of the material?
- How did the articles (minimum 3 articles) you researched concur or differ with the presentation?
- Were there other alternatives presented in these articles?

Application to Practice

This involves considering the evidence and determining what key interventions would be effective for palliative patient care

- How will this presentation and the research you did impact your practice? What will you do the same and what will you do differently?
- What challenges do you anticipate in the implementation of this knowledge?
- What further learning needs do you have related to this presentation?

OR

#1 Option B

Scholarly Paper: Analysis of a Theme or Concept in Palliative Care

50% of final grade

Due Date: February 28nd 2011.

Paper Length: This paper is not to exceed 20 double spaced pages.

Expected References: Minimum 20

This assignment is an opportunity to write a scholarly paper on an over-arching theme or concept enmeshed in the lives of patients, families and caregivers in palliative care. In discussing the theme you may wish to consider: 1) reviewing and applying the pertinent literature including theoretical foundations, 2) analyzing and synthesizing possible applications to practice, and 3) personal experience, 4) clinical observation. Please discuss your chosen topic early in the course with the course professor.

#2 PARTICIPATION

15% of final grade

Due Date: Last day of class

The success and process of this course involves reflection and discussion on the part of the participants. As a participant you bring to the class values and life experiences that shape and add to the richness of discussion. Your contribution is important to your growth as well as the growth of your fellow classmates. Although the final evaluation of this mark rests with faculty, you (the student) will participate in providing a self-evaluation of your participation, including a proposed grade out of 10. The evaluation submitted should include an assessment of your contribution to discussion in general.

#3 FINAL EXAM

35% of final grade

The final term test will occur during final exam week. The test consists of multiple choice and short answer questions/matching, taken from required readings, class power-points, and class discussion. Course content from all weeks is testable. You will have 2 hours to complete the exam.

FACULTY OF NURSING UNDERGRADUATE PROGRAM

Grading System

If the percentage on your assignment is:	The grade on your assignment is:	The weighted grade points will be taken from:	If the total for all assignments is:	Your final grade will be:	And the GPA for the course will be:
98.0 – 100	A+	4.0	3.95-4.00	A+	4.0 Outstanding -- exceptional analysis

					and synthesis of subject matter.
93.0 – 97.9	A	3.9	3.85-3.94	A	4.0 Excellent -- superior performance, showing comprehensive understanding of subject matter.
88.0 – 92.9	A-	3.7	3.50-3.84	A-	3.7
83.5 – 87.9	B+	3.3	3.15-3.49	B+	3.3
78.0 – 83.4	B	3.0	2.85-3.14	B	3.0 Good -- clearly above average performance with knowledge of subject matter generally complete.
73.5 – 77.9	B-	2.7	2.50-2.84	B-	2.7
69.0 – 73.4	C+	2.3	2.15-2.49	C+	2.3
63.5 – 68.9	C*	2.0	1.85-2.14	C	2.0 Satisfactory - basic understanding of the subject matter. [Minimum passing grade for NURS 203/211.]
59.0 – 63.4	C-	1.7	1.50-1.84	C-	1.7
54.5 – 58.9	D+	1.3	1.15-1.49	D+	1.3
50.0 – 54.4	D	1.0	0.50-1.14	D	1.0 [Minimum passing grade for theory courses.]
49.9 or less	F	0	0.00-0.49	F	0.0

Approved by Faculty of Nursing, Executive Committee of Council, June 9, 2005
 Editorial Revisions: August 7, 2009

COURSE EVALUATION: GRADUATE STUDENTS (N. 617)

**# 1 Active Inquiry: Reflection and Analysis of Class Content
 (Choose 3 presentations)**

40% of final grade

Due Date: The Monday following the scheduled topic
Paper Length: Each paper is not to exceed 8 double spaced pages
-APA format required

The purpose of this assignment is for you to critically analyze and reflect on specific class presentations in a scholarly manner. Focus questions below, will guide you in; the development of your writing, assist you in clarifying your understanding of the information presented in the lecture, apply your learning to clinical practice, examine different perspectives and alternative approaches, and relate the readings and other activities to the lecture topic. You will also consider in your discussion 3 additional references that you choose from scholarly journals. Consider the following focus questions in your discussion:

Contextual Awareness and Deciding What to Observe and Consider

This includes an awareness of what's happening in the context of the situation, (presentation) including values, cultural issues, and environmental influences

- What impressions, reactions, questions, judgments, or feelings do you have related to the class presentation?
- What elements of the presentation excited and or surprised you? What was confirmed for you?
- What knowledge, values and beliefs did you bring to this class presentation that compliments your understanding?

Exploring and Imagining Alternatives

This involves exploring other possibilities important in this situation

- What new knowledge have you gained from this presentation?
- What do you need to research further to gain a greater understanding of the material?
- How did the articles (minimum 3 articles) you researched concur or differ with the presentation?
- Were there other alternatives presented in these articles?

Application to Practice

This involves considering the evidence and determining what key interventions would be effective for palliative patient care

- How will this presentation and the research you did impact your practice? What will you do the same and what will you do differently?
- What challenges do you anticipate in the implementation of this knowledge?
- What further learning needs do you have related to this presentation?

#2 Scholarly Paper - A Critical Analysis of a: A) Personal or Professional Loss or B) An End Of Life Care Policy

45% of final grade

Due Date: March 14, 2011

Paper Length: This paper is not to exceed 10-15 double spaced pages –APA 6th (Ed.) format

Expected References: Minimum 20

• Select one of the following:

- A topic of personal +/- or clinical interest that relates to loss, bereavement, death or dying
- An end of life care policy

Components of Scholarly Paper

1. Introduction to paper

a) Why this clinical topic/policy is important - overall impact of this clinical topic/policy on your personal and professional self.

2. Choose a post modern theoretical or philosophical position to frame your clinical topic/policy.

3. Analysis & critique

a) Analysis & critique of the research literature addressing the clinical topic/policy, with a focus on advanced nursing practice literature (not to exclude other literature)

b) Based on your analysis & critique of the literature, summarize what you have learned and the gaps you have identified about your selected clinical topic/policy

4. Address one or more of the following areas:

- Discuss questions for further nursing research
- Discuss relevant implications for nursing practice
- Discuss relevant implications for policy and/or programming

3 Participation

15% of final grade

Due Date: Last day of class

The success and process of this course involves reflection and discussion on the part of the participants. As a participant you bring to the class values and life experiences that shapes and add to the richness of discussion. Your contribution is important to your growth as well as the growth of your fellow classmates. Although the final evaluation of this mark rests with faculty, you (the student) will participate in providing a self-evaluation of your participation, including a proposed grade out of 15. The evaluation submitted should include an assessment of your contribution to discussion in general.

FACULTY OF NURSING GRADUATE PROGRAM

If the grade on your assignment is:	The percentage will be taken from:	If the total for all assignments is:	Your final grade will be:	
A+	4.0	3.95 - 4.00	A+	Outstanding

				<i>Elegant exposition of publication quality work that would make a significant, scholarly contribution to the area of investigation.</i>
A	4.0	3.85 – 3.94	A	Excellent - Superior performance showing comprehensive understanding of the subject matter. <i>Exceptional performance that goes beyond the specified requirements of the assignment, and demonstrates a comprehensive understanding of the subject matter that includes the ability to critically assess and creatively apply knowledge to new situations.</i>
A-	3.7	3.50 – 3.84	A-	Very good performance <i>Clarity of thought and expression that reveals the rich meaning of and complex relationship between assumptions, ideas and actions, and includes a critical examination of the topic. Relevant reference material has been correctly documented and effectively integrated into a well developed line of thought.</i>
B+	3.3	3.15 – 3.49	B+	Good performance <i>Subject matter is generally understood at the literal level. Wide reading, critical questioning and creative insights may be absent. Prose style reveals a clear, logical, concise and coherent expression of ideas. Work displays conventional grammar, punctuation and spelling, with a minimum of errors.</i>
B	3.0	2.85 – 3.14	B	Satisfactory performance Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the program as computed at the end of each registration anniversary year of the program. <i>Subject matter is generally understood, but the work displays minimum scholarship. Some gaps in knowledge and inconsistencies in thinking may be evident. Lapses in clarity of expression and the development of a clear line of thought might be evident. Work may display consistent errors in conventional form and require heavy editing on the part of the instructor.</i>
B-	2.7	2.50 – 2.84	B-	Minimum pass for students in the Faculty of Graduate Studies Note: A student who receives a B- or lower in two or more courses will be required to withdraw regardless of their grade point average unless the program recommends otherwise. Individual programs may require a higher minimum passing grade. <i>Work submitted at this level lacks understanding, absence of clarity of expression or insufficient command of conventional form such that content cannot be effectively conveyed.</i>
C+	2.3	2.15 – 2.49	C+	All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. A student who receives a grade of F will normally be required to withdraw unless the program recommends otherwise.
C	2.0	1.85 – 2.14	C	
C-	1.7	1.50 – 1.84	C-	
D+	1.3	1.15 – 1.49	D+	
D	1.0	0.50 – 1.14	D	
F	0	0.00 – 0.49	F	

2009/02/23

Legend: *Italics - Criteria extracted from Faculty of Education grading scale.*

WITHDRAWAL DEADLINE

The last date for withdrawal from this course without penalty is April 15 2011.

STUDENT MISCONDUCT

Plagiarism is a serious offence which will result in the following penalty and application:

1. In cases in which the dean and/or faculty is satisfied that a student is guilty of plagiarism, cheating or other academic misconduct in circumstances which suggest a clear intention to deceive or otherwise commit an academic offence, the normal penalty will be either suspension or expulsion from the faculty.
2. In cases in which the dean and/or faculty is satisfied that an offence has been committed, but doubt is left as to the existence of a clear intention to deceive or otherwise commit an academic offence, the normal penalty will be probation.
3. In cases where a student is found guilty of more than a single offence, the normal penalty will be expulsion from the faculty, and in the most serious cases, expulsion from the University.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement but also when original ideas or data from the source are not acknowledged.

For further information on Student Misconduct Policies, please refer to the official online University of Calgary Calendar 2010-2011, Academic Regulations, K. Student Misconduct:

www.ucalgary.ca/pubs/calendar/

Intellectual honesty is viewed most seriously at the University of Calgary and compliance with standards of intellectual honesty is an expectation.

ACADEMIC WRITING

The University supports the belief that throughout their University careers, students should be taught how to write well; therefore, written assignments in this course will be evaluated based on the required elements as well as quality academic writing.

For further information, please refer to the official online University of Calgary Calendar 2010-2011, Academic Regulations, E. Course Information, E.2 Writing Across the Curriculum:

www.ucalgary.ca/pubs/calendar/

EXAMINATION AND TESTS

For detailed information regarding Examinations and Tests, please refer to the official online University of Calgary Calendar 2010-2011, Academic Regulations, G. Examinations and Tests:

www.ucalgary.ca/pubs/calendar/

1. **Final examinations are scheduled by the Registrar's Office, University of Calgary.**

The exam period is posted in the University of Calgary Calendar. A final exam can be scheduled anytime during this time period. Students must be available for examinations up to the last day of the examination period.

2. Deferred Examinations

A student who becomes ill prior to the examination and is unable to write the examination at the scheduled time will notify the course instructor. Please call the course instructor (voice mail) and leave a message stating the date and time you called, reason for missing the scheduled examination and a phone number where you can be reached so that arrangements can be made for you to write a deferred examination. You may be expected to submit a doctor's certification prior to writing the deferred examination. For further information regarding Deferral of Final Examinations Policies, please refer to the official online University of Calgary Calendar 2010-2011, Academic Regulations, G. Examinations and Tests, G.6 Deferral of Final Examinations: www.ucalgary.ca/pubs/calendar/

REAPPRAISALS AND APPEALS

For information on reappraisals and appeals, refer to the official online University of Calgary Calendar 2010-2011, Academic Regulations, I. Reappraisal of Grades and Academic Appeals: www.ucalgary.ca/pubs/calendar/

Please note the 15 day timeline from the receipt of a mark and a request for reappraisal and/or appeal to the Associate/Assistant Dean, Undergraduate/Graduate Programs.

ACADEMIC ACCOMODATIONS

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation, you must officially register with the Disability Resource Centre. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor within the first week of the start of this course.

Further information can be obtained at: www.ucalgary.ca/drc/ or by calling 403-220-8237.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY (FOIP)

Information (such as a phone number, address, tracking sites of practicums, etc.) that you may be asked to provide is collected under the authority of the Universities/Colleges Act and Freedom of Information and protection of Privacy Act, Section 32(c). It will be used for Practicum placement and for contact purposes. Your personal information is protected by Alberta's Freedom of Information and Protection and Privacy Act and can be reviewed on request. If you have any questions about the collection or use of this information contact the Graduate Student Administrator, Pat Jolly at 220-7288.

