

University of Calgary Faculty of Nursing
Philosophy and Practice in Palliative Care

COURSE OUTLINE

NURSING 617 (Graduate)

**Spring/Summer 2012 (May 10-August 2nd)
Thursdays 0900-1200**

Room: Professional Faculties 222



Course Professors/Coordinators:

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CALENDAR DESCRIPTION:

Examination of the philosophy of palliative/hospice care, taught by faculty from many disciplines. An important focus includes the students' self-exploration of their own beliefs, values, and attitudes about life, illness, death, and dying, and how this self-exploration shapes interactions with those we care for.

PURPOSE OF THE COURSE

This course highlights an interdisciplinary approach to learning involving the synthesis of evidence-informed palliative care practices across the lifespan for the purposes of improving the quality of life of clients, families, and populations facing life-limiting conditions. Further examination of acute and chronic health trajectories addressed earlier in the curriculum, are considered in the context of palliation. Prevalent terminal conditions that affect Canadians, as determined by health research data, are explored in terms of epidemiology, pathophysiology, pharmacology and impact on function, family, and life quality. Opportunity is provided to analyze pain, suffering, and other palliative symptoms associated with terminal illness and their prevention and relief by means of early identification, thorough assessment, and evidence-informed care of physical, psychosocial, cultural and spiritual dimensions of clients and their families. A sustained emphasis in the course involves self reflection and exploration of one's own beliefs, values and attitudes about life, illness, death, and dying and how this contributes to the unique role of the nurse in the care of palliative clients and their families.

The purpose is to assist you to achieve the following **Course Learner Outcomes**:

By the end of this course you should be able to:

- Utilize key indicators and benchmarks of quality of life and quality of palliative care outcomes using a variety of evidence informed palliative care practice tools and applying the Canadian Hospice Palliative Care Association Standards of Practice and the Code of Ethics for Registered Nurses [2008]
- Construct a systematic inquiry into a variety of palliative issues related to quality of care, for example, caregiver burden, ethical and legal issues of euthanasia, withdrawal/withholding care and terminal sedation; and existential issues of suffering and spiritual distress
- Recommend evidence-based practices to address risk reduction, prevention and health promotion outcomes related to patient/family centered care, relational practice, goals of care, advance care planning, holistic assessment, and pain and symptom management
- Examine implications of knowledge translation into systems of care by exploring self awareness of personal attitudes, beliefs and values about death and dying including self care; applying ethical knowledge and skill in acting in the best interest of the patient and family while acknowledging one's own moral distress and dilemmas regarding end of life decision-making; and recognizing the full range and continuum of palliative and end of life services, settings, and care providers
- Recommend change strategies to achieve palliative care knowledge generation, knowledge exchange and knowledge use in systems of care interfacing with and impacting individuals, families and populations experiencing life limiting illnesses

COURSE EVALUATION: GRADUATE STUDENTS (N. 617)

In order to be successful in Nursing 617, students will complete the following requirements:

Active Inquiry Assignments: #1 – 20%
 3 papers critically analyzing the materials and #2 – 20%
 discussions related to any 3 of the first 11 #3 – 20%
 weekly classes

Due: One week (7 days) following the scheduled topic (the first two Active Inquiry Assignments must be submitted prior to June 30th and the final Active Inquiry Assignment no later than July 26th)

DESCRIPTION OF ASSIGNMENTS

1) Inquiry Assignments: Reflection and Analysis of Class Presentation/Discussion

- 5-8 double spaced pages not including references
- APA format

The purpose of this assignment is for you, in a scholarly fashion, to critically reflect and analyze the materials and discussions for 3 of the first 11 classes. Please refer to the rubric to guide you in the development of your writing, assist you in clarifying your understanding of the information presented in class, apply your learning to clinical practice, examine different perspectives and alternative approaches and relate the readings and other activities to the class topic. You will also consider 3 additional evidence-based references that you choose from scholarly journals for each of the reflective writings.

Late Assignments

Marks will be deducted for late assignments at a rate of 10% per day, or portion thereof, (includes weekends)

See Rubric below:

Active Inquiry Rubric

Elements	Outstanding/Excellent A+, A	Very Good/Good A-, B+	Satisfactory B	Minimum Pass B-
Contextual Analysis of Values and Beliefs	Reflection on this presentation and the assigned readings demonstrates critical thinking through thorough examination of personal and professional values and beliefs whereby descriptive and interpretive elements consistently move your understanding well beyond the obvious content of the presentation and the readings, and you are able to offer a convincing, persuasive and compelling account of the meaning of the reflection.	Reflection on this presentation and the assigned readings demonstrates critical thinking through some examination of personal and professional values and beliefs whereby descriptive and interpretive elements move your understanding beyond the obvious content of the presentation and readings and you are able to offer a plausible and convincing account of the meaning of the reflection	Reflection addresses more descriptive elements of the presentation and the assigned readings rather than interpretive elements but a plausible account of the meaning of the reflection is supported by identification of some feelings, impressions or judgments of personal or professional values and beliefs	Reflection is limited to a surface description of the content of the presentation and the assigned readings with little or no acknowledgement of personal feelings, thoughts or analysis of values and beliefs from a professional or personal basis
Application – Exploring and Imagining Alternatives	Reflection consistently demonstrates references made to the new knowledge you acquired from the presentation and assigned readings as a means of understanding values and beliefs regarding palliative care nursing practice Practice and/or personal experiences provide detailed insight into whether there is concurrence or difference from your previous understanding of the topic and what additional research would further expand	Reflection usually demonstrates references made to your new knowledge acquired from the presentation and assigned readings as a means of understanding values and beliefs regarding palliative care nursing practice Practice and/or personal experiences provide general insight into whether there is concurrence or difference from your previous understanding of the topic and what additional research would further expand	Reflection sometimes demonstrates references made to your new knowledge acquired from the presentation and assigned readings as a means of understanding values and beliefs regarding palliative care nursing practice Practice and/or personal	Reflection demonstrates minimal or no referencing to your new knowledge acquired from the presentation and assigned readings as a means of understanding values and beliefs regarding palliative care nursing practice Practice and/or personal experiences are not cited providing no understanding of the topic Additional research does not support increased

Elements	Outstanding/Excellent A+, A	Very Good/Good A-, B+	Satisfactory B	Minimum Pass B-
	<p>your understanding of the material</p> <p>Additional research prompts advanced considerations as to what enhances palliative care nursing practice and patient outcomes</p>	<p>your understanding of the material</p> <p>Additional research prompts general considerations as to what enhances palliative care nursing practice and patient outcomes</p>	<p>experiences provide minimal insight into whether there is concurrence or difference from your previous understanding of the topic or what additional research would further expand your understanding of the material</p> <p>Additional research lacks relevancy or depth to the understanding of palliative care nursing practice and patient outcomes and why</p>	<p>understanding as to what enhances palliative care nursing practice and patient outcomes and why</p>
Synthesis, Analysis and Application to Practice	<p>Reflection identifies highly developed and advanced insight into how your analysis provokes new or changing understanding of your personal and professional values, behaviors, style and philosophy as it relates to your nursing practice both presently as a student and in the future in your role as a registered nurse</p> <p>Reflection identifies highly developed and advanced</p>	<p>Reflection identifies significant insight into how your analysis provokes new or changing understanding of your personal and professional values, behaviors, style and philosophy as it relates to your nursing practice both presently as a student and in the future in your role as a registered nurse</p> <p>Reflection identifies significant considerations about the challenges you anticipate in the</p>	<p>Reflection identifies some insight into how your analysis provokes new or changing understanding of your personal and professional values, behaviors, style and philosophy as it relates to your nursing practice both now and in the</p>	<p>Reflection identifies little or no insight into overall individual changes in personal or professional values, behaviors, style and philosophy as it relates to your nursing practice both now or in the future as a registered nurse</p> <p>Reflection identifies little or no consideration about the challenges you anticipate in the implementation of this knowledge and what further learning needs you have relative to this topic</p>

Elements	Outstanding/Excellent A+, A	Very Good/Good A-, B+	Satisfactory B	Minimum Pass B-
	<p>considerations about the challenges you anticipate in the implementation of this knowledge and what further learning needs you have relative to this topic</p>	<p>implementation of this knowledge and what further learning needs you have relative to this topic</p>	<p>future as a registered nurse.</p> <p>Reflection identifies broad consideration about the challenges you anticipate in the implementation of this knowledge and what further learning needs you have relative to this topic</p>	
APA	APA is consistently adhered to	APA has rare errors and inconsistencies	APA contains some errors and/or inconsistencies	APA contains significant errors and /or inconsistencies

2) Scholarly Paper

Write a 15-20- page paper exploring a clinical topic of interest or health policy in palliative care. The paper will draw on research, theory and relevant clinical literature and/or policy documents to build an argument and substantiate the importance of this topic/policy for quality palliative care, the state and challenges inherent in how this topic/policy is carried out in today's health care environment, and the role and directions for advanced practice. Your paper should address questions for further research, relevant implications for nursing/ inter-professional practice and /or relevant implications for policy/and/or programming. Topics may include but are not limited to: advance care planning, models of palliative care, therapeutic communication in end-of life decision making, ethical issues, grief and bereavement, death and dying in Canada in the 21st century, knowledge of cultural and spiritual care, and diverse end-of life needs for special populations (the elderly, marginalized/underserved populations). Further discussion with the course professor regarding the paper is encouraged.

Rubric for Evaluating Scholarly Paper

Elements	Does not meet requirements (<= B-)	Meets requirements (B to B+)	Exceeds requirements (A- to A+)
Substantive Content	Paper is limited to a surface description of the topic and/or policy, the role and nature of advanced practice, the related concepts/phenomena explored.	Offers a plausible and convincing account of the topic/policy, role and nature of advanced practice and related concepts/phenomena. Offers some substantiation within the literature of the importance of the topic/policy and the importance of advanced practice	Offers a convincing, persuasive, & compelling account of the topic/policy and nature of advanced practice role. In addition to substantiating with literature, offers evidence of personal reflection of the importance of the practice in this area of focus. Additionally critiques the literature for gaps and need for further research of the topic.
Evidence of analysis, synthesis, critique, thoroughness and relevance of literature as it is taken up in nursing and other allied health disciplines.	Literature review is minimal and does not represent how it is taken up by nursing and other related allied health disciplines. Relies primarily on course materials and secondary source citations. It is unclear how the author is making sense of the literature.	Demonstrates a beginning ability to write, understand and critique the basic premises of the topic/policy and how it is taken up in nursing and other allied health disciplines. Beginning synthesis of data evident. Effectively incorporates examples from a reasonable cross-section of current literature to support key points. Quotes are appropriately used and well integrated, explored, and discussed.	Clearly demonstrates sophistication in the ability to write, understand and critique the basic premises of the topic/policy and how it is taken up in nursing and other allied health disciplines. Synthesis of data is evident and draws conclusions of what is known, and what further work needs to be done. Synthesis conveys to the reader the "state of the art" in a given area. Draws upon relevant and current literature. Excellent integration of quoted material, relying more on own interpretation rather than on overuse of direct

		Uses, whenever possibly, primary source citations.	quotes. Noticeable effort to reference primary sources
Conclusion	Does not attempt to show an overall description of topic/policy and advanced practice role.	Offers a brief explanation of how the topic/policy exists in palliative care and how the role of advanced practice is enacted.	Offers a clear and compelling analysis of the topic/policy and advanced practice role in palliative care and its importance to nursing.
APA	APA Contains significant errors and inconsistencies	APA contains some errors and/or inconsistencies	APA is consistently adhered to

Faculty of Nursing Revised Grading Scale Updated 11/09/29

If the percentage on your assignment is:	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:	
98.0 – 100	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>
93.0 – 97.9	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>
88.0 – 92.9	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>
83.5 – 87.9	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>
78.0 – 83.4	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>
73.5 – 77.9	B-	2.7	2.50 – 2.84	B-	Minimum pass for students in the Faculty of Graduate Studies <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>
69.0 – 73.4	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
63.5 – 68.9	C	2.0	1.85 – 2.14	C	
59.0 – 63.4	C-	1.7	1.50 – 1.84	C-	

					recommends otherwise.
54.5 – 58.9	D+	1.3	1.15 – 1.49	D+	
50.5 – 54.5	D	1.0	0.50 – 1.14	D	
49.9 or less	F	0	0.00 – 0.49	F	

WITHDRAWAL DEADLINE
The last date for withdrawal from this course without penalty is August 2, 2012.

ACADEMIC REGULATIONS AND STUDENT MISCONDUCT

You are responsible for understanding and complying with the academic regulations as specified in The University of Calgary Graduate calendar 2012-2013 – available online at: <http://grad.ucalgary.ca/calendar>. Intellectual honesty is expected at all times and compliance with the guidelines will be enforced.

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 Graduate Calendar 2012-2013, Academic Regulations, Student Misconduct, Statement of Intellectual Honesty, Integrity in Scholarly Activity, Plagiarism/Cheating/Other Academic Misconduct, Academic Misconduct – Criminal Offence, and Academic Appeals: <http://grad.ucalgary.ca/calendar>

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