

RRCC CHEO Course Map

Course Name: NUA 121 Introduction to Hospice and Palliative Care
Date: 8/2015
Course Objectives / Competencies: <ol style="list-style-type: none"> 1. Describe emotional responses commonly seen in hospice patients and their families 2. Demonstrate cultural competency in providing hospice and palliative care. 3. Identify spiritual aspects of dying and the impact on patients and families. 4. Demonstrate effective communication techniques used with hospice and palliative care patients and families. 5. Discuss the nature of grief and bereavement. 6. Identify self-care strategies for health care professionals. 7. Discuss medical ethics pertaining to end-of-life. 8. Compare and contrast different types of advance directives.

Course Materials (Text, Edition and any other publisher items)

Textbooks: Final Gifts: Understanding the Special Awareness, Needs, and Communications of the Dying. Maggie Callanan and Patricia Kelley. Simon and Schuster, 2012.

Resources:

Unit or Module #	CCNS Competency	Unit/Module Activities: Learner Interaction & Engagement	Unit/Module Assessments & Rubrics	Publish to OER
Module 1	1, 4, 5, 6, 7,	Module Readings Online: Watch the Spiritual Care: An Interview with a Hospice Chaplain video (https://youtu.be/RO38-IDacwQ). Watch the Caregiving: A Social Worker's Story video (https://youtu.be/si-AajUKC9o). Watch the Hospice: A day in the life... video (https://youtu.be/00jXVr7v3Qs). Read the Managing Conflict and Pulling Back materials Online Discussions in LMS: <i>(1) Tell us a little about yourself and if this is your second course in the Hospice Care Aide Certificate, tell us what you have enjoyed learning</i>	Online Discussion and Response Grading Rubric Essay Grading Rubric Face-to-Face Class participation points	Online Discussion and Response Grading Rubric Essay Grading Rubric Link to the Spiritual Care: An Interview with a Hospice Chaplain video (https://youtu.be/RO38-IDacwQ). Link to the Caregiving: A Social Worker's Story video (https://youtu.be/si-AajUKC9o). Link to the Hospice: A day in the life... video (https://youtu.be/00jXVr7v3Qs). Managing Conflict and Pulling Back materials Face-to-Face meeting PowerPoint file

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		<p><i>about the most. (2) Next, describe a patient/family that you have worked with or someone that you know of (or heard of or read about) who could use hospice care. Tell us how or why you think hospice could help. What would hospice provide that would be helpful? (3) Then respond to at least one other student's posting.</i></p> <p>Assignments:</p> <ol style="list-style-type: none"> 1. Research Family Systems Theory accessing at least two (2) outside sources. Write 1-2 paragraphs defining the theory, and how it applies to hospice and palliative care. (Don't forget to cite your sources.) Be prepared to share your essay in class #1. <p>When you have finished your essay, place it in this dropbox for submittal. You can drag and drop the file as a Word document, text file, or pdf into the dropbox.</p> <ol style="list-style-type: none"> 2. Start reading the book Final Gifts by Patricia Kelley and Maggie Callanan. You will be writing a brief essay about the book for Module #3 of this class. <p>Major concepts/In class discussion:</p> <p>Face-to-face class #1</p> <ul style="list-style-type: none"> • Medical ethics • Ethical decision making • Advance directives • Medical Orders for Scope of Treatment (MOST) • Cultural aspects of care 		
Module 2	1, 2, 3, 7	<p>Module Readings Online:</p> <p>Watch The four things that matter most from Canadian Virtual Hospice on Vimeo.</p>	<p>Online Discussion and Response Grading Rubric</p> <p>Essay Grading Rubric</p>	<p>Link to The four things that matter most from Canadian Virtual Hospice on Vimeo (https://vimeo.com/39031072)</p> <p>Link to the Culturally Sensitive Care document from</p>

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		<p>Read the Culturally Sensitive Care document from College of Nurses of Ontario (https://www.cno.org/Global/docs/prac/41040_CulturallySens.pdf).</p> <p>Online Discussions in LMS:</p> <p>a) Read the following article. Write a discussion posting that describes what medical ethics (or bioethics) means. What is it all about? Which principle stands out to you: As the most important? Or as the most difficult to uphold? Or the most confusing to you? Then respond to at least one other student's posting.</p> <p>Principles of Bioethics (http://depts.washington.edu/bioethx/tools/princpl.html)</p> <p>Major concepts/In class discussion: Face-to-face class #2</p> <ul style="list-style-type: none"> • Signs of dying • Psychosocial spiritual aspects of dying • Time of death • Nurse Aide documentation 	<p>Face-to-Face Class participation points</p>	<p>College of Nurses of Ontario (https://www.cno.org/Global/docs/prac/41040_CulturallySens.pdf).</p> <p>Link to the Principles of Bioethics article at University of Washington School of Medicine for discussion (http://depts.washington.edu/bioethx/tools/princpl.html).</p> <p>Face-to-Face meeting PowerPoint file</p>
Module 3	1, 2, 3, 5, 6, 8	<p>Module Readings Online:</p> <p>Read the Customs and Beliefs About Death and Dying article from the Loddon Malley . Regional Palliative Care Consortium (http://lmpcc.org.au/admin/wp-content/uploads/2011/07/Customs-Beliefs-Death-Dying.pdf)</p> <p>Read the Meeting the Needs of a Grieving Community article from the National Hospice and Palliative Care Organization (http://www.nextbook.com/mercury/nhpco/NewsLine_2014Fall/#/6).</p> <p>Watch the video about End-of-Life Decisions from West Virginia Public Broadcasting. (https://youtu.be/8jKUZ8IS9b4).</p>	<p>Online Discussion and Response Grading Rubric</p> <p>Essay Grading Rubric</p> <p>Face-to-Face Class participation points</p> <p>Final multiple-choice and true/false quiz</p>	<p>Link to the Customs and Beliefs About Death and Dying article from the Loddon Malley Regional Palliative Care Consortium (http://lmpcc.org.au/admin/wp-content/uploads/2011/07/Customs-Beliefs-Death-Dying.pdf)</p> <p>Link to the Meeting the Needs of a Grieving Community article from the National Hospice and Palliative Care Organization (http://www.nextbook.com/mercury/nhpco/NewsLine_2014Fall/#/6).</p> <p>Link to the video about End-of-Life Decisions from West Virginia Public Broadcasting.</p>

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		<p>Online discussion in LMS:</p> <p><i>a. Describe what you learned in class #2 about advance directives. Respond to one other student's post.</i></p> <p>Assignments:</p> <p>Good Death Essay</p> <p>This week's assignment has two parts:</p> <p>Part 1 - Describe how a "good death" would be for you. How would you like to die? Describe the circumstances. Where would you like to die? Who would you like with you, if anyone? What environmental influences would you like (i.e., music, indoors/outdoors, etc?). Write 1 to 2 paragraphs.</p> <p>Part 2 - Describe what you would like after your death. Do you want a funeral? Who should come? Would it be big or small? Do you want music? Readings? What mood would be best - sober or celebratory? Would you want a memorial service? What would it be like? Do you want cremation? Burial? Why? Where would you or your ashes be buried and why? Write 1 to 2 paragraphs.</p> <p>When you complete this assignment, submit it in the Dropbox designated Good Death.</p> <p>Major concepts/In class discussion:</p> <p>Face-to-face class #2</p> <ul style="list-style-type: none"> • Grief, mourning, and bereavement • Bereavement assessment • Death Practices/cultural beliefs at the time of death • Professional boundaries • Time management 		<p>(https://youtu.be/8jKUZ8IS9b4).</p> <p>Face-to-Face meeting PowerPoint file</p>

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		<ul style="list-style-type: none"> • Self-care • Traits of a hospice professional <p>Final Essay</p> <p>Read the book FINAL GIFTS. What was your favorite vignette? Describe why it touched you? <i>(2-3 paragraphs)</i></p> <p>Final Quiz</p> <p>This quiz will consist of 30 multiple choice and true-false questions that check your understanding of the course material covered over the past few weeks.</p>		