



THAN 3606B: PERSONAL AND PROFESSIONAL ISSUES

Winter 2019

Thanatology 3606A/B Personal and Professional Issues

Instructor Information:

Professor:	Andrea Carter	Office #:	Email Only
Email:	acarte24@uwo.ca or andrea.carter@utoronto.ca	Ext:	0000

Office Hours: Wednesday Evening 6-8pm

Class Times and Location(s):

Online course, owl.uwo.ca

Weekly lectures will be posted Sunday 9pm - class discussion closes Saturday night 9pm

Course Description:

An exploration of the specialized care involved in loss, death, and grief, including complexities in care models, politics and structural issues, and challenges to the provision of compassionate care in thanatology-related contexts. (<http://www.westerncalendar.uwo.ca/Courses.cfm?SelectedCalendar=Live&ArchiveID=>) (ctrl+click to follow the link)

Antirequisites: the former Grief and Bereavement Studies 6006 (Western Continuing Studies).

Prerequisites:

Unless you have either the requisites for this course or written special permission from your Dean to enroll 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.

Thanatology 3606A (Online): Personal and Professional Issues

Winter Term 2019

Professor Andrea Carter, M.Ed., CCC, Instructor

Course description:

Personal and Professional Issues in Thanatology: End of life care and bereavement support refer to the active, total care of individuals facing life-altering losses and life-threatening illnesses, with a focus on relief of physical, psychological, and spiritual distress.

The skills and resources necessary for the effective support and holistic care of individuals at the end of life have typically not kept pace with other aspects of medicine, even in very well-resourced settings. In addition, most clinical practice settings where bereaved individuals seek support are often not informed by the most current research and practice guidelines. Compounding these issues is the fact that very few clinicians understand how the sociocultural context has an impact upon the experience of the individuals in their care.

In this course, students will cover a wide range of current topics to explore and better appreciate the medical, psychological, social, legal, ethical, cultural, and religious challenges related to psychosocial support in palliative and bereavement care.

Format will be online for 12 weeks.

Learning Objectives:

Students will be able to:

- Develop a deeper understanding of ethical issues in Palliative Care and Bereavement.
- Acknowledge the complex process in helping individuals with many professional groups involved.
- Develop awareness of myths in bereavement support (e.g., different views from different professionals).
- Identify compassionate care challenges and develop skills to address them.
- Become aware of the current research in the areas of palliative care, grief counselling, and grief support.
- Identify current trends in the field and develop a deeper understanding of the need for on-going professional development.

Required Texts and Readings

Text:

Lloyd, M. (2018). *Psychosocial Issues in Palliative Care*, Mari Lloyd-Williams (ed.). Oxford University Press, Third Edition ISBN 978-0-19-880667-7

Scott, R & Howlett, S. (ed.) (2018). *The changing face of volunteering in hospice and palliative care: An international perspective*. Oxford University Press. ISBN978-0-19-878827-0

Optional for Assignment One:

Lewis, C.S. (1961). *A grief observed*. New York: Harper One Publishing.

Other readings will be either posted directly onto the web site (under PDF Readings tab) or links will be provided to the content. Students are expected to read the readings or videos provided by links in each section **prior** to contributing to the online discussion.

Instructor:

Professor Andrea Carter

Email : acarte24@uwo.ca or andrea.carter@utoronto.ca

Phone: 416-458-0389 (Toronto)

While I will be online throughout the week, set office hours online weekly take place every Wednesday evening

from 6-8 PM unless noted on the lectures. Please feel free to contact me directly via email as well at any time. I will set appointments to speak with students on the phone as required for Wednesday evenings, please email in advance to set time.

The first week of class begins on January 7th, the lecture will be posted Sunday January 6th by 9pm and online participation will close Saturday January 12th 9pm. Each week, lectures will be posted on the Sunday night by 9pm and online discussion will close the following Saturday 9pm.

The examination period is from April 11 2019- to April 30, 2019. You are responsible for ensuring you are available to write during this period. Do not book vacation during this time frame. Once known, the exam date will be posted online in the course site.

Evaluation:

Assignment One, 20% (due February 15, 2019- will be returned before the drop deadline of March 7)

Assignment Two, 20% (due March 29, 2019)

Participation online 25% (weekly 2 points a week)

Final Exam 35% (Exam period April 11-30, 2019 do not book vacation during this period, it is expected you will be available to write at any point during this timeframe.)

Assignment One: 20% Due Date: February 15, 2019 9pm

“Insights on Death and Dying”

Write a learning journal, following reading C.S Lewis' *A Grief Observed*. In this paper/ journal you will reflect on the lessons from C.S Lewis, class topics, and your own experience. Some of you may not yet have experienced a death of a loved one, some of you may have experienced many, what is important in this assignment is that you reflect on what you have learned about why you want to work in palliative care or bereavement occupations.

Find a creative way to “theme” your reflections before discussing them, for example: isolation and care for a client. Using first person (I), articulate what you have learned from the book, any class materials, and your own thought process.

A strong paper will show a deep reflection on what it means to work in this specialized area, acknowledgement of personal experience and a personal philosophy that you might apply in your work.

Page count: maximum 10 pages, double spaced. See section below regarding style requirements. APA references refer to when items are cited, it is expected that 15 citations will occur in the paper. Citations can come from lecture materials, course readings, and of course the Lewis' work. You are to write in first person as this is a reflective piece.

Assignment Two: 20% Due Date: March 29, 2019- 9pm

Palliative Care & Physician Assisted Death

Controversy and challenge has impacted the field of palliative care with the recent Supreme Court decision of Carter. In this paper you will form a position of the recent Court decision and articulate how this decision impacts palliative care for the positive or negative. You will speak to the impact on the profession as a whole (integrative team, physicians, hospital care, etc.), the challenges and opportunities for the profession, and the impact of the Courts decision on future care models.

You will work your paper around the central question of whether or not the Supreme Court's decision has helped palliative care as a care option or negatively impacted it.

Total Paper length: max 12 pages. See section below regarding style requirements. You are expected to use 20-25 citations. You can use first person but any statements should be supported by theory or research. This assignment is different from the other in that it is more research based, you will be marked on how you apply the theory and research to the central question, how you translate a Court decision into practice and what the impact may be on the profession of palliative care.

Notes on assignments (papers and reports):

- Must be academic in style and content (APA format from *APA 6th Edition Publication Manual* required for citations)
- Must have a clear focus
- Must present ideas in a logical and well thought-out flow
- Arguments, analysis and conclusions must be based on clearly identified research and sources
- Must cite all references from other sources
- Must be in paragraph format
- Must be double-spaced, and typewritten
- Should be in Word format and submitted via the assignment section on the OWL web site.

Grading:

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

Rubric for Assignments:

	0-59%	60-74%	75-89%	90-100%	
Depth	Surface, regurgitation of ideas, no depth	Lacking depth in one or two areas	Appropriate for a 3 rd year course	4 th year or graduate level	/20
Clarity of Ideas	Confused interpretation of most points, or several major ideas	Confused interpretation of some minor points	At expected levels	Beyond expected levels	/15
Adequate sources	Uses and cites less than 6 sources	Uses and cites at least 6 sources	Minimum of 10 sources used and cited	Uses and cites more than 10 sources or uses sources of uncommon quality	/15
APA style	Inattention to fundamentals of APA style	Minor errors in APA style	Reflects understanding of APA style	Utilizes APA style conventions not addressed in class (charts, tables, diagrams, appendices)	/5
APA citation	Frequent or severe errors in citation and practices	Minor errors in citations or practices	All sources referenced correctly	Sources used to strengthen argument, nested references	/10
Themes	No thematic organization	Discusses 2 or 3 main themes but uses sources sequentially within each theme	Integrates sources to discuss 2 or 3 themes which are clearly related	Integrates sources to discuss one main theme, perhaps with explicit subdivisions	/20
Correct English use	Frequent or severe errors in grammar, sentence structure, or work usage	Minor errors in grammar, sentence structure, or word usage	Appropriate for 3 rd year course	Exceptional language capacity supports communicative purpose.	/15
Total					/100

Online Participation Grading Chart: (See additional information on participation marking and expectations attached)

The following chart will act as a guide for assessing student participation in an online course. Posting for each unit will begin on the date that the unit is posted (Monday) and will be allowed for that unit for the next week. **Once we have started a new unit, further posts on the previous unit will no longer be given credit.** Primary posts should be done by Wednesday of each week to allow for discussion and further fleshing out of the material for that week.

Grade	Criteria
90-100	The student participates frequently, providing relevant responses more than 35 times spread evenly over the length of the course.

	<p>Replies to discussion questions, instructor comments as well as the responses of other students in a positive and critical manner.</p> <p>The student responds in a timely manner (allowing enough time for fellow students to respond, and not posting on the last day of the unit).</p> <p>Responses are of a high quality, an obvious effort has been made to research the answer. Responses offer new perspectives on course material and spark discussion amongst the class.</p>
70-80	<p>The student participates consistently, providing relevant responses 30-35 times over the length of the course.</p> <p>The student responds in a timely manner (allowing enough time for fellow students to respond, and not posting on the last day of the unit).</p> <p>The student offers new ideas and responds to the contributions of others.</p>
60-70	<p>The student provides some relevant contributions, 15-20 times over the length of the course.</p> <p>The student responds before the end of the unit.</p> <p>The student occasionally offers new ideas and responds to others.</p>
50-60	<p>The student's contributions are inconsistent in both quality and timing, 10-15 times over the length of the course.</p>

	<p>The student's responses are not always on time.</p> <p>The student does not offer any new ideas, and responses to fellow students are few.</p>
40-50	<p>The student rarely provides contributions to the course, 5-10 times.</p> <p>The student does not always respond on time.</p> <p>The student has difficulty understanding the course content, and does not respond to the contributions of the other students.</p>
0-30	<p>The student provides little or no discussion, less than 5 times.</p> <p>Information is contributed only when asked to by the instructor, and responses are negative or disagreeable to the instructor/fellow students.</p> <p>Responses show little in the way of comprehension of course material. The responses are usually limited to "I agree", "Me too" or the like.</p>

Policy on Cheating and Academic Misconduct:

Academic honesty is a cornerstone of conduct at Western University. We cannot have freedom of expression without integrity. Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences; please refer to the section on "Scholastic Offences" in the current University Academic Calendar, or on the web at <http://www.westerncalendar.uwo.ca>. Such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course any academic work for which credit has previously been obtained or is being sought in another course in this University or elsewhere (without the knowledge and approval of the instructor to whom the work is submitted). Students enrolled in non-degree courses are expected to abide by the University's code of conduct.

Code of Student Conduct:

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, 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 the complete Code of Student Conduct: <http://www.uwo.ca/univsec/pdf/board/code.pdf>.

Plagiarism:

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 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 Western University and Turnitin.com (<http://www.turnitin.com>).

Policy on Late Assignments:

Late assignments (assignments handed in past the due date on the syllabus) will have a penalty of **2% per day deduction, including weekends, up to a maximum of 10 days, after which assignments will not be accepted and a grade of zero will be assigned unless documentation for accommodation has been provided in advance.**

How do I hand in assignments? All assignments will be submitted electronically through OWL using the assignment drop box in the course area. Failure to meet deadlines without the instructor's written permission will be subject to the late assignment policy.

It is the student's responsibility to ensure that all assignments forwarded to the instructor arrive before the due date.

If you experience difficulty in submitting assignments through OWL, you are responsible for contacting the instructor immediately and arranging an alternate method of delivery (e.g. e-mail attachment) for the assignment.

Weekly Schedule:

Week One- January 6th- 12, 2019

Introductions and Welcome

Course Expectations and Hopes

Introduction to Palliative Care- setting a framework for understanding

Readings:

Chapter 1: *The public health end of life care movement: history, principles, and styles of practice*

Lloyd, M. (2018). *Psychosocial Issues in Palliative Care*, Mari Lloyd-Williams (ed.). Oxford University Press, Third Edition ISBN 978-0-19-880667-7

Chapter 1; The modern context of volunteering

Scott, R & Howlett, S. (ed.) (2018). *The changing face of volunteering in hospice and palliative care: An international perspective*. Oxford University Press. ISBN978-0-19-878827-0

Chapter 2 The modern context of palliative care

Scott, R & Howlett, S. (ed.) (2018). The changing face of volunteering in hospice and palliative care: An international perspective. Oxford University Press. ISBN978-0-19-878827-0

Week Two- January 13-19, 2019

Your client and their needs

Readings:

Chapter 3 The call to social inclusion psychosocial care for the marginalized society

Lloyd, M. (2018). Psychosocial Issues in Palliative Care, Mari Lloyd-Williams (ed.). Oxford University Press, Third Edition ISBN 978-0-19-880667-7

Chapter 5 Models of psychosocial care for patients and their families

Lloyd, M. (2018). Psychosocial Issues in Palliative Care, Mari Lloyd-Williams (ed.). Oxford University Press, Third Edition ISBN 978-0-19-880667-7

Week Three- January 20-26, 2019

Global Access to Psychosocial Care and Palliative Care Treatment

Readings:

Chapter 8: volunteering in hospice palliative care in Canada

Chapter 9: volunteering in hospice and palliative care in the United States

Chapter 11: volunteering in hospice and palliative care in Africa

Chapter 12: volunteering in hospice and palliative care in India

Scott, R & Howlett, S. (ed.) (2018). The changing face of volunteering in hospice and palliative care: An international perspective. Oxford University Press. ISBN978-0-19-878827-0

Week Four- January 27- February 2, 2019

Complex Medical and Legal Issues related to Death and Dying

Readings:

Chapter 2 Communication and psychosocial issues within neonatal palliative care

Chapter 6 Dementia, multimorbidity, and frailty

Lloyd, M. (2018). Psychosocial Issues in Palliative Care, Mari Lloyd-Williams (ed.). Oxford University Press, Third Edition ISBN 978-0-19-880667-7

Week Five- February 3-9, 2019

Approaches to End of Life Care and Suffering

Readings:

Chapter 4 psychosocial care in diverse communities and encouraging communities to support each other

Chapter 8 the meaning of dignity in psychosocial care

Chapter 11 spiritual care

Lloyd, M. (2018). Psychosocial Issues in Palliative Care, Mari Lloyd-Williams (ed.). Oxford University Press, Third Edition ISBN 978-0-19-880667-7

Week Six- February 10-16, 2019

Where it began and new pressures

Readings:

Chapter 3 volunteering in hospice and palliative care in the United Kingdom
Chapter 4 volunteering in hospice and palliative care in Austria
Chapter 5 volunteering in hospice and palliative care in The Netherlands

Scott, R & Howlett, S. (ed.) (2018). The changing face of volunteering in hospice and palliative care: An international perspective. Oxford University Press. ISBN978-0-19-878827-0

Week Seven- Reading Week February 19-22, 2019 --No assignments or readings

Week Eight- February 24- March 2, 2019

Depression, dying, and grief

Readings:

Chapter 9 diagnosis, assessment, and treatment of depression in advance disease
Chapter 12 diagnosis of prolonged grief disorder

Lloyd, M. (2018). Psychosocial Issues in Palliative Care, Mari Lloyd-Williams (ed.). Oxford University Press, Third Edition ISBN 978-0-19-880667-7

Week Nine- March 3-9, 2019

Interventions and Approaches

Readings:

Chapter 10 Psychotherapeutic interventions

Lloyd, M. (2018). Psychosocial Issues in Palliative Care, Mari Lloyd-Williams (ed.). Oxford University Press, Third Edition ISBN 978-0-19-880667-7

Chapter 14 volunteering and community

Scott, R & Howlett, S. (ed.) (2018). The changing face of volunteering in hospice and palliative care: An international perspective. Oxford University Press. ISBN978-0-19-878827-0

Week Ten- March 10-16, 2019

Others

Readings:

Chapter 13 volunteering and the challenges of change

Scott, R & Howlett, S. (ed.) (2018). The changing face of volunteering in hospice and palliative care: An international perspective. Oxford University Press. ISBN978-0-19-878827-0

Chapter 7 psychosocial care of families in palliative care

Lloyd, M. (2018). Psychosocial Issues in Palliative Care, Mari Lloyd-Williams (ed.). Oxford University Press, Third Edition
ISBN 978-0-19-880667-7

Week Eleven- March 17-23, 2019

Future Horizon

Readings:

Chapter 15 in our own words

Chapter 16 pulling it all together

Scott, R & Howlett, S. (ed.) (2018). The changing face of volunteering in hospice and palliative care: An international perspective. Oxford University Press. ISBN978-0-19-878827-0

Week Twelve- March 24-30, 2019

Wrap Up and Conclusion

Exam Preparation- March 31- April 6, 2019



Course Outline Policies 2018-2019

Accommodations for Tests/Examinations:

Students are responsible for seeking accommodation with appropriate documentation, prior to writing tests/examinations, if they are of the view that their performance may be affected by extenuating circumstances.

How to Request Academic Accommodation – King's Students:

(<https://www.kings.uwo.ca/current-students/courses-enrolment/exams-and-tests/medical-accommodation/>)

UWO Policy on Accommodation for Medical Illness:

(http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf)

Student Medical Certificate (SMC):

<https://www.eng.uwo.ca/files/undergraduate/student-medical-certificate.pdf>

Support Services:

Information about Accessibility, Counselling and Student Development (formerly Services for Students with Disabilities) at King's is available at

<https://www.kings.uwo.ca/current-students/student-services/>

For emotional/mental health assistance see: <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

The website for Academic Services at King's University College is <http://www.kings.uwo.ca/current-students/academic-support/>

Students who are in emotional/mental health distress should refer to Mental Health@Western: <https://uwo.ca/health/services/students/index.html> for a complete list of options about how to obtain help.

University Students Council provides many valuable support services for students (including the health insurance plan) <http://westernusc.ca/services/>.

Accommodations for Religious Holidays:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_religious.pdf

NOTE: Students who have a Sabbath or Holy Day that conflicts with tests or exams must give written notice for accommodation by the deadlines noted in the policy above (minimum two weeks for term tests and examinations, and one week for mid-term tests).

A calendar of religious holidays may be found here: <https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>

Remembrance Day Policy:

That two minutes of silence be observed on November 11 and 11:00 a.m. throughout the university and that, where this is not possible, two minutes of silence be observed between 11:00 a.m. and 12:00 noon.

That students be permitted to be absent from class to attend a Remembrance Day Services, provided the instructor is informed in advance of the intended absence.

Statement on Use of Electronic Devices:

Use of Electronic Devices:

You are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations.

Use of Laptops in the Classroom:

King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of laptop computers can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of laptops by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using laptops for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct. See

https://www.kings.uwo.ca/kings/assets/File/currentStudents/studentLife/conduct/code_of_conduct_2003.pdf

Inappropriate use of laptops [or smart phones] during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students are strongly advised to operate laptops with batteries rather than power cords.”

Statement on Academic Offences:

King's is committed to Academic Integrity.

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 Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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. <http://elearningtoolkit.uwo.ca/terms/plagiarism.html>

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.

Copyright re: Course Material

Lectures and course materials, including power point presentations, tests, outlines, and similar materials are protected by copyright. Faculty Members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a Faculty Member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course web site he/she should ask for the student's written permission. (Commercial use of Course material - <http://umd.edu/legal/commercial.html>)

Mailbox re Submission of Late Essays/Assignments ONLY:

Only late essays/assignments not handed in at class may be dropped off in the drop box, located between the inner doors of the Cardinal Carter Library. Essays dropped into the mailbox will be picked-up twice per day: once in the morning (9:30 a.m.) and in the afternoon (4:00 p.m.). All essays dropped off after 4:00 p.m. will be date-stamped the following business day. Essays should be placed in an envelope addressed to the professor with the course code and student number clearly indicated.

Class Cancellations:

All reported class cancellations are posted at: <https://www.kings.uwo.ca/current-students/campus-life/service-disruptions/>

Revised November 13, 2018 by S. Pearson