



Introduction to Hospice Palliative Care

COURSE SYLLABUS

2020

Course Facilitator: TBD

Course Author: Janet Lovegrove, RN, BScN, MSc, CPMHN(C)

Course Offering: de Souza Institute

Course Format: eLearning

Contact Information: [TBD](#)

Registration: Required

A. COURSE DESCRIPTION

This course will explore definitions, concepts, evidence-informed best practices, and principles of hospice palliative care provision in Canada today. This course will cover eight sections for teaching and integrating the essential principles for hospice palliative care into practice.

Christine A. Tanner's (2006) model for clinical judgment and the Canadian Hospice Palliative Care Association of Canada's (CHPCA) A Model to Guide Hospice Palliative Care: Based on National Principles and Norms of Practice (2002, rev 2013) will provide the frameworks to guide course participants when assessing and addressing the following eight domains of issues related to hospice palliative care:

1. Disease Management
2. Physical domains of issues
3. Psychological domains of issues
4. Social domains of issues
5. Spiritual domains of issues
6. Practical domains of issues
7. End of life care
8. Management of loss and grief

Domain of Practice	Therapeutic and Supportive Relationships
Learning Hours	10 hours
de Souza Credit	0.25 credits

B. COURSE OBJECTIVES

By the end of this course, you will be able to:

- Build upon your professional practice and communication skills
- Broaden your assessment and judgment skills related to hospice palliative care
- Increase your capacity to identify and prioritize hospice palliative care management issues across the lifespan
- Develop strategies for teaching clients and their family members in various hospice palliative care scenarios and care settings (e.g., urban/rural, hospital/home, hospice/home)
- Understand the various roles of an interdisciplinary hospice palliative care team
- Recognize and implement ways to provide effective and meaningful self-care when caring for dying persons and their families
- Explain how using CHPCA's Model's Eight Domains of Issues Associated with Illness and Bereavement Model helps provide wholistic care

C. MODE OF LEARNING

The main mechanisms to facilitate learning in this course will entail eLearning.

eLearning

eLearning, offered through the de Souza eLearning centre, will cover the following activities: the self-directed learning and reading assignments, application of knowledge via an end of course assignment, and discussion forum participation. The eLearning environment fosters a self-directed approach for participants to progress through the modules at a convenient time, either at home or work. The course timetable in Section H on page 5 of the course syllabus outlines weekly expectations for participants.

- Self directed learning: Sections and modules are developed by the de Souza education team to reflect the latest knowledge in Hospice and Palliative Care. The content is up to date and the learning format is interactive.
- Readings: Readings will be available via de Souza virtual library (see page 7 for details). They are intended to enhance the eLearning content surrounding key topic areas.
- Application of knowledge: There will be an end of course assignment and a discussion forum to apply and consolidate your learning (see details in modes of evaluation section below).
- Social forum (optional): This is part of the eLearning platform intended to engage all participants enrolled in the course.
- Technical support will be provided throughout the course.

D. MODES OF EVALUATION

As part of the evaluation process, you are required to complete the following electronically through eLearning:

- 1) A baseline evaluation: This survey assesses your knowledge, attitude, confidence, and learning methods before you begin the eLearning modules for the course.
- 2) All eight sections/ modules: These eight sections / modules are core components of the learning.
- 3) An end of course assignment: This assignment is a required learning activity for this course. It consists of writing a 750 word consultation letter to a family going through the hospice palliative care journey. The family can be one that you are currently working with, have cared for in the past, or an imaginary one that you may encounter in the future. The content of the consultation letter should reflect learning from this course. Passing grade: 20/24 (>83%). Refer to Appendix A for Assignment Grading Rubric.
- 4) Discussion Forum. The assignments from all participants will be posted to the designated discussion forum and, each member of the class will be asked to make two postings providing reflections on these assignments. The assignments and online postings in the discussion forum will be graded 0 to 15 by the course facilitator. Passing grade: 11/15. Please refer to page 10 for online discussion forum guidelines and Appendix B for grading rubric.
- 5) A post evaluation: At the end of the course, you will be required to complete a post course evaluation.

Refer to Appendix C for grading rubric for the course.

After the close of the course, if you have completed all of the above activities and requirements, and obtained a “pass” on the course assignment and your postings on the discussion forum, you will receive an email containing instructions on how to download your certificate of completion, and will receive credit towards obtaining your de Souza designation.

E. STANDARDS

The Canadian Hospice Palliative Care standards are being used to guide the content development of this course.

Canadian Hospice Palliative Care Standards

- Quality of Living-Dying
- Comfort
- Transitions
- Quality and Safety
- Leadership
- Personal and Professional Growth

F. TIME REQUIREMENT AND EXPECTATIONS FOR PARTICIPANTS

To be successful in completing this course, you are encouraged to set aside 1-2 hours each week to complete each section as learning is primarily self-directed. The total learning hours for this course is 10 hours over 6 week period.

Sections and modules are to be completed sequentially. The proposed time allocation was described in the timeline table on page 5. Participants can also choose to go ahead and complete learning activities in multiple sections and modules at once.

Your course activity completion will be reflected in your grade book. Evidence of engagement through active participation will result in a positive learning experience. You will be expected to complete all course requirements through the eLearning system (see modes of evaluation on page 3).

G. FACILITATOR AVAILABILITY

As the facilitator for this course, I will be responsible to answer questions related to course content, to monitor the registration process, to facilitate the eLearning modules, and be available to you for questions throughout the course. You can expect me to respond to your queries within 24-hour time period during the week and 48 hours on the weekend. Technical support is available by contacting support@desouzainstitute.com.

H. COURSE TIMELINE (10 learning hours over 6 weeks)

The following sections/modules are to be completed in sequential order according to numerical identifier. Please note that the timeline below is a guide. It is the participant's responsibility to ensure that all course requirements are completed by course end date. Please refer to [course calendar](#) to view course end date.

Section/ Module	Topic	Date to Complete
Introduction	eLearning Center Orientation	Completion by the end of 1 st week
Baseline Survey		
1	Introductory Concepts of HPC	Completion by the end of 1 st week
2	Disease Management	
3	Physical Domains of Issues	Completion by the end of 2 nd week
4	Psychological Domains of Issues	
5	Social Domains of Issues <i>(Including discussion posts)</i>	Completion by the end of 3 rd week
6	Spiritual Domains of Issues	
7	Practical and End of Life Care Domains of Issues	Completion by the end of 4 th week
8	Management of Loss and Grief	
End of Course Assignment	End of Course Assignment <i>(Including discussion posts)</i>	Completion by the end of 5 th week
Post Evaluation Survey	To be completed prior to the course end date after all 8 modules are completed and course assignment has been submitted. Course will be closed at the end of week 6.	

I. FACILITATOR'S BIOGRAPHY

TBD

Additional Information Regarding Learning At de Souza Institute

A. GUIDELINES FOR ONLINE DISCUSSION (END OF THE COURSE ASSIGNMENT)

There is one online discussion forum related to the *end of course assignment*. You will be asked to make at least two postings commenting on your colleagues' assignments posted on the forum.

Your postings (reflections on assignments) should be under 400 words in length. Try to avoid repetitive messages like "I agree with your posting" unless you are following them with additional information, new ideas or issues. Don't be afraid to disagree with your facilitator or peers as long as you phrase your thoughts respectfully. The idea is to stimulate a thoughtful dialogue, so we all need to take responsibility to both contribute to the discussion and keep it lively and on-going. Posting the end of course assignment and participating in the collaborative discussion forum will be graded and are both required for the completion of the course. You must obtain a minimum grade of 11 out of 15 for the discussion forum postings (see Appendix B for grading rubric).

B. SOCIAL FORUM

This social forum is provided for you, the participants, to post news, items of general interest, share information about yourselves and to raise topics of interest beyond the specific questions being discussed in the module-specific forums.

C. VIRTUAL LIBRARY

de Souza Institute has a virtual library that can be accessed by those registered in this course or any other de Souza Institute continuing education program. This resource enables you to access over 1500 e-Journals, 200 e-books and 8 on-line databases such as CINHALL or Ovid-Medline. You can use the virtual library to access the required reading materials for your course. The virtual library can be accessed 24 hours a day at any location that has internet access using a login and password. The direct link is <https://library.desouzainstitute.com/>.

D. TECHNICAL SUPPORT

eLearning Centre Orientation

If this is the first time you are taking a course offered by de Souza Institute, please complete the eLearning Centre Orientation course (free of charge). This course is designed to introduce you to online learning and help you understand how to navigate through the de Souza Institute eLearning centre and courses. It is strongly recommended that you complete this orientation so you will be able to successfully navigate de Souza's eLearning environment.

de Souza Support

If you have questions about the content of a course please email your course facilitator. If you need assistance accessing or navigating the eLearning Centre, please refer to the eLearning Orientation course. If you have questions or have any general technical difficulties please contact support@desouzainstitute.com.

E. POLICIES AND PROCEDURES

Click the links below to read de Souza Institute's Academic Honesty and Copyright; and cancellation, incomplete and no show policies.

[Academic Honesty and Copyright Policy](#)

[Cancellations, Incomplete and No Show Policy](#)

Course content and resources provided in this course are based on best practice guidelines from provincial and national bodies. Please consult your educator if you have specific questions related to local protocols and policies as they vary among healthcare organizations.

Appendix A: Assignment Grading Rubric

Criteria				
(1) Content	Excellent (3)	Good (2)	Fair (1)	Needs Work (0)
General patient/family history	3	2	1	0
Interprets and responds to the domains	3	2	1	0
All eight domains covered	3	2	1	0
Health Education and suggestions offered	3	2	1	0
Course Reflection	3	2	1	0
(2) Organization	Excellent (3)	Good (2)	Fair (1)	Needs Work (0)
Consultation letter is clear and flows well	3	2	1	0
(3) Readability	Excellent (3)	Good (2)	Fair (1)	Needs Work (0)
Minimal spelling errors	3 [No errors]	2 [1-2 errors]	1 [3-5 errors]	0 [>5 errors]
Minimal grammatical and punctuation errors	3	2	1	0
Score = ____/24				

Passing grade for the project: 83% or higher (20/24)

Assignments submitted late will receive a failing grade (0/24).

Appendix B: Discussion Forum Grading Rubric

Grading Criteria	Grading for Discussion Forum Collaboration and Contribution			
	0	1	2	3
Timely collaborative forum discussion contributions	Late or not posted OR No responses to other participants and facilitator(s)	Only 1 topic posted per discussion forum within timeline OR Only 1 response to other participants or facilitator(s)	1 topic posted per discussion forum within timeline OR 2 responses posted to other participants or facilitator(s) within timeline	1 topic posted per discussion forum within timeline AND 2 or more responses posted to other participants or facilitator(s) within timeline
Able to identify key concepts	Late or not posted OR No evidence that concepts are identified in collaborative discussion	Incomplete posting that offers limited understanding of core concepts	Provides postings containing a clear understanding of all core concepts	Provides additional evidence, resources or information related to key concept(s) to enhance the learning experience
Demonstrates comprehension of concepts in various contexts	Late or not posted OR No evidence to infer relationship between theory and practice	Provides example(s) of application in practice with limited application of patient-centred approach (where applicable)	Provides example(s) of application in practice and describes a wholistic patient-centred approach (where applicable)	Provides example(s) of application in practice and describes a wholistic patient-centred approach including analysis (where applicable)
Knowledge integration through critical thinking and/or reflection	Late or not posted OR No evidence of critical thinking and/or reflective thought pertaining to personal perspectives and professional development	Little evidence of critical thinking/reflective thought pertaining to personal perspectives and professional development	Evidence of some reflective thought pertaining to personal perspectives and professional development	Evidence of strong reflective thought pertaining to personal perspectives and professional development
Integration of a collaborative approach in addressing key issues	Late or not posted OR No mention of collaborative person centred care	Posting brief or vague in describing working with patients and other professionals (where applicable)	Posting articulates a detailed example of how patients, families and other providers are involved collaboratively in care delivery (where applicable)	Posting articulates process and results of team based care, i.e., working together, sharing a common goal, leveraging resources, and providing right service in the right place (where applicable)

**Grade is the sum total score for each category, ranging from 0-15.
A grade of 11 or higher (73%) is considered satisfactory.**

Appendix C: Grading Rubric for Course

Component	Description	Percentage of Final Grade
Sections	Complete <ul style="list-style-type: none"> • Section 1 • Section 2 • Section 3 • Section 4 • Section 5 • Section 6 • Section 7 • Section 8 	Must complete all.
Section 5 Discussion Forum	Discussion Forum Posting and respond to postings of two participants. *Must obtain 11/15 to pass discussion forum. See discussion forum grading rubric.	25%
Assignment	Consultation Letter to Patient/ Family * Must obtain minimum of 83% (20/24) to pass the assignment. See assignment grading rubric.	75%
Assignment Discussion Forum/ Application	Discussion Forum Posting and respond to postings of two participants. *Must obtain 11/15 to pass discussion forum. See discussion forum grading rubric.	25%