

The Education in Palliative Care (EPC) Course Series

End-of-Life Care, Grief, and Loss

COURSE SYLLABUS (EPCC00ODM21)

2021

Course Authors:

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Paul Daeninck, MD, MSc, FRCPC

Susan Blacker, MSW, RSW

Course Format: eLearning

Contact Information: support@desouzainstitute.com

Registration: Required

Eligibility: Open to all health care professionals

Prerequisite: *The Palliative Approach to Care (EPCA)*

Exclusions: *Interprofessional Education in Palliative and End-of-Life Care - Oncology (iEPEC-O)*

A. COURSE DESCRIPTION

End-of-Life Care, Grief, and Loss is the third course in de Souza Institute's comprehensive *Education in Palliative Care* (EPC) course series. The course series is built on the 2017 de Souza online palliative care course, *interprofessional Education in Palliative and End of Life Care-Oncology* (iEPEC-O¹).

Course 03 - *End-of-Life Care, Grief, and Loss*

The *End-of-Life Care, Grief, and Loss* course builds upon what you have learned in course 01 – the *Palliative Approach to Care*. This third course is divided into **two sections** and **five modules**. The first section, ***End-of-life Care***, covers the sensitive topics of withdrawing and withholding life-sustaining interventions and how to assess, manage and support the patient's family through the physiological changes of dying. The second section, ***Grief, Loss, and Bereavement***, covers how to help the patient, family, and care team to cope with loss, grief, and bereavement.

Although you can complete the course modules at your own pace, you must complete all five modules, and the final quiz within **five weeks** of the course start date (this date can be found on the course information page in *My Account*).

About the *EPC Course Series*

The EPC course series consists of **three courses** that teach a comprehensive curriculum in palliative and end-of-life care:

- **Course 01** - The Palliative Approach to Care
- **Course 02** - Symptom Assessment and Management in Palliative Care
- **Course 03** - End-of-Life Care, Grief, and Loss

These three courses cover a wide-range of competencies in providing person-centered care for patients living with serious illness such as cancer, end-stage renal disease (ESRD), congestive heart failure (CHF), or chronic obstructive pulmonary disease (COPD). Completing all three courses in the series will earn you the ***de Souza Certificate in Palliative and End-of-Life Care***.

¹ This curriculum has been adapted and updated from the EPEC™–O Curriculum, which was developed by the U.S. National Cancer Institute in collaboration with the American Society for Clinical Oncology and the EPEC™ Project team and tailored to the Canadian context by EPEC-O Canada:

Emanuel, L.L., Ferris, F.D., von Gunten, C.F. and Von Roenn, J. (2005). *Education in Palliative and End of Life Care – Oncology*. The EPEC Project, Chicago. ISBN #0971418063.

Daeninck, P., Hanvey, L., Hauser, J., Librach, L., Preodor, M., Simpson, J. (2010). *Education in Palliative and End of Life Care - Oncology- Canada*. Canadian Partnership Against Cancer.

B. de Souza DESIGNATION CREDITS

Domain of Practice Therapeutic and Supportive Relationships

Learning Hours 9 hours

de Souza Credit 0.25 credit



THE DE SOUZA

Certificate in Palliative and End-of-life Care

After completing this course, you may choose to complete the remaining course in the EPC course series, ***Symptom Assessment and Management in Palliative Care***, to earn the *de Souza Certificate in Palliative and End-of-Life Care*. For more information about the certificate visit:

<https://www.desouzainstitute.com/epc>

C. COURSE OBJECTIVES

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

- Explain the principles of withholding or withdrawing the following life-sustaining therapies: artificial nutrition and fluids, dialysis, and implantable cardioverter defibrillators (ICD).
- Describe how to help families and professionals find alternate ways to provide appropriate physical care and emotional support to the patient, when treatments such as food and fluids are withdrawn.
- Describe how to assess, manage, and support the patient's family through the physiological changes of dying.
- Differentiate between the concepts of loss, grief, and bereavement and describe personal factors that contribute to grief reactions.
- Differentiate between uncomplicated, complicated and anticipatory grief.
- Identify strategies for supporting patients and caregivers with "pre-loss" grief or anticipatory grief.
- Describe the assessment and management of prolonged grief.
- Differentiate the symptoms of grief from the symptoms of depression.
- Identify follow-up strategies to support bereaved family members.
- Recognize the signs and symptoms of burnout and compassion fatigue.
- Identify strategies for coping with job stress and strategies to prevent burnout.

D. MODE OF LEARNING: eLearning

The eLearning environment fosters a self-directed approach. You can progress through the modules and exercises at a convenient time, at home or work. The course timetable, in **Section G** of the course syllabus, outlines our suggested weekly expectations for participants.

eLearning Modules: Modules were developed by the de Souza education team to reflect the latest knowledge in palliative care. The content is up-to-date and includes interactive application exercises and links to the latest clinical guidelines.

E. MODES OF EVALUATION

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

- **A Baseline Participant Survey:** This survey assesses your knowledge, attitude, and confidence before you begin the eLearning modules for the course.
- **eLearning Modules:** You must complete all **5 modules** by the course end date.
- **Final Quiz:** The final quiz consists of 16 multiple choice questions. You must receive a minimum grade of **70%** to pass. You have **two attempts** to achieve a passing grade.
- **Course Evaluations:** At the end of the course, you will be asked to complete a “Course Evaluation” to provide your feedback on whether the content met your professional practice needs. These surveys are facilitated electronically through eLearning.

When you have met each of the above requirements, you will receive **9 learning hours and 0.25 de Souza credits** towards obtaining your de Souza designation. An email will be sent to you on how to download your **certificate of completion** via your “My Account”.

F. EXPECTATIONS FOR PARTICIPANTS

To be successful in completing this course, you are encouraged to set aside about 2-3 hours each week to complete each week’s activities. The total learning hours for this course is 9 hours. Your course activity completion will be reflected in your **grade book**. Below is a breakdown of the learning hours for each module:

Section 01 – End-of-life Care	
Module 01 - Withdrawing and Withholding Treatments	2.5 learning hours
Module 02 - End-of-life Care	2.5 learning hours
Section 02 – Grief, Loss and Bereavement	
Module 03 - Grief and Loss during Serious Illness	1.5 learning hours
Module 04 - Bereavement Care	1.5 learning hours

Module 05 - Burnout and Compassion Fatigue in Health Care
Workers

1.0 learning hour

TOTAL 9 learning hours

G. SUGGESTED COURSE TIMELINE



Suggested Weekly eLearning Activities

You do not have to complete the weekly course activities exactly as outlined below. However, you must complete all course requirements within **five weeks** of starting the course.

Week 1	<ul style="list-style-type: none"> ✓ Learner Agreement ✓ Participant Baseline Survey ✓ Module 01 - Withdrawing and Withholding Treatments (2.5 hours)
Week 2	<ul style="list-style-type: none"> ✓ Module 02 - End-of-life Care (2.5 hours)
Week 3	<ul style="list-style-type: none"> ✓ Module 03 - Grief and Loss during Serious Illness (1.5 hours) ✓ Module 04 - Bereavement Care (1.5 hours)
Week 4	<ul style="list-style-type: none"> ✓ Module 05 - Burnout and Compassion Fatigue in Health Care Workers (1 hour)
Week 5	<ul style="list-style-type: none"> ✓ Final Quiz ✓ Course Evaluation

H. FACILITATOR AVAILABILITY

This course is **self-directed**. However, a course facilitator is available to:

- Answer your questions related to course content.
- Monitor the registration process.
- Be available to you for questions throughout the course.

You can expect the facilitator to respond to your questions within 48-hours during the week and within 72 hours on the weekend.

Facilitator Contact: support@desouzainstitute.com

I. COURSE AUTHORS BIOGRAPHIES

The EPC course series was written and designed by an interprofessional team:

Cathy Kiteley, APN, RN, MScN, CON(C), CHPCN(C)

Catherine Kiteley is a clinical nurse specialist in the area of oncology and palliative care. She has both her Oncology and Palliative certification from the Canadian Nurses Association and is a long-standing member of CANO.

Over her career, Cathy has engaged extensively in research, professional practice and education. She holds a master's degree in nursing from U of T and has been involved in teaching activities at de Souza Institute and LEAP. Prior to retiring from her full-time role at Trillium Health Partners, she was an active clinician and regularly mentored nursing, inter-professional and medical students in oncology and palliative care. She was part of the development team for several CCO symptom management guides. She taught and evaluated workshops in emotional care, led an innovation in triaging and navigating palliative care referrals at Trillium, and she also facilitates numerous programs at Wellspring cancer wellness centre. Cathy currently works at the Ian Anderson Hospice as the professional practice coordinator.

Mary Jane Esplen, PhD, RN

Dr. Esplen is a Full Professor and Vice-Chair, Equity and Inclusion in the Department of Psychiatry, Faculty of Medicine, University of Toronto. She has held roles as Scientist and Clinician at the University Health Network and Mount Sinai Hospital and developed and was Executive Director of the de Souza Institute from 2008 to 2020.

Dr. Esplen held Career Scientist awards from CIHR and NCIC for her research program in psychosocial oncology. She led studies focused on the psychological impact of having cancer and / or of genetic testing, as well as randomized trials of individual or group psychotherapeutic interventions to address coping, body image issues or grief and loss. She also completed a series of studies to develop and validate psychometric instruments to address psychological impact of carrying a gene mutation on self-concept.

Dr. Esplen has a PhD, Institute of Medical Science, University of Toronto followed by a Post-doctorate fellowship in psycho-oncology at Samuel Lunenfeld Research Institute and Department of Psychiatry, University of Toronto. She also completed the training program at the Toronto Institute of Psychoanalysis. Dr. Esplen's academic work was recognized with a lifetime achievement award from the Canadian Association of Psychosocial Oncology and she was the 2020 recipient of the prestigious Bernard Fox Memorial Award from the International Psycho-oncology Society.

Judy Simpson, RN, BN, MEd, CHPCN(C)

Judy Simpson's nursing career spans more than forty years and consists of diverse roles, including staff nurse, educator, administrator, mentor, consultant and volunteer — most of which were devoted to the advancement of palliative care nursing in Canada. Since retiring in 2009, she has taken on several key roles in the not-for-profit sector, such as consulting for the Palliative and End-of-life Care-Oncology Canada education program and serving as president for the Canadian Hospice Palliative Care Nurses Group.

Judy sees nurses as key leaders who are critical to the development of quality health care for all Canadians, with the Canadian Network of Nursing Specialties playing an active role in shaping health care in the country. With her strong background in the advancement of nursing practice and interprofessional education, developing, leading and evaluating projects and co-authoring standards, competencies and practice guidelines, Judy fully understands the value of life-long learning and ongoing personal and professional development.

Judy's accomplishments include her formative work in establishing the CNA Certification Program's hospice palliative care nursing specialty designation: CHPCN(C).

Susan Blacker, MSW, RSW

Susan Blacker is the Senior Director, Cancer and Palliative Program Planning and Performance at Sinai Health System in Toronto, Ontario. In April 2018, Susan was appointed the Provincial Clinical Co-Lead position for the Ontario Palliative Care Network. She is also appointed as the Quality Co-Lead and status-only Lecturer, Division of Palliative Care, Department of Family & Community Medicine, and is an Adjunct Professor at the Factor-Inwentash Faculty of Social Work at the University of Toronto.

Susan has been a recognized leader within the field of social work in palliative care for more than 15 years. Her experience includes clinical care, teaching and program development. She has participated in a number of regional and national palliative care projects in both Canada and the United States over the past decade, including being a founding board member of the Social Work in Hospice and Palliative Care Network. Her interests include interprofessional education and development of palliative care programs in the acute care setting.

Paul Daeninck, MD, MSc, FRCPC

Dr. Paul Daeninck is a medical oncologist and palliative medicine consultant with Cancer Care Manitoba and the Winnipeg Regional Health Authority (WRHA) Palliative Care Program. He is the Site Coordinator at the St. Boniface Hospital, and Chair of the Symptom Management and Palliative Care Disease Site at Cancer Care Manitoba. He is an Assistant Professor and Leader for the Palliative Care Longitudinal Theme at the Medical School of the University of Manitoba.

Dr. Daeninck has served with several national organizations, including those of the Canadian Society of Palliative Care Physicians and Canadian Partnership Against Cancer. He sits on the

Board of Directors of the Canadian Consortium for the Investigation of Cannabinoids (CCIC), and is currently a co-chair of the Royal College Conjoint Advisory Committee on Palliative Medicine.

Dr. Daeninck is the author of several research papers as well as textbook chapters. He serves as a reviewer for palliative medicine journals. He has been active in medical student and resident education and has ongoing research interests in several aspects of palliative medicine, including that of cannabinoid use in patients with cancer.

J. VIRTUAL LIBRARY

de Souza Institute has a virtual library that can be accessed to 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 CINAHL or Ovid-Medline. You can use the virtual library to access the additional reading materials for your course. The virtual library can be accessed 24 hours a day using your login and password. The direct link is: <https://library.desouzainstitute.com/login>.

K. TECHNICAL SUPPORT

eLearning Centre Orientation

The eLearning Centre Orientation is designed to introduce you to online learning and to 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 that you will be able to successfully navigate de Souza's eLearning environment.

de Souza Institute Support

If you have questions about the content of a course please email de Souza Support.

If you need assistance accessing or navigating the eLearning Centre, please refer to the eLearning Orientation course. If you have questions or have any technical difficulties, please contact support@desouzainstitute.com.

L. 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. Local protocols and policies vary among healthcare organizations; please consult educators within your organization if you have specific questions related to local protocols and policies.