



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

Renison University College
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Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Fall 2020

Course Code: SOCWK240R

Course Title: Palliative Care

Class Times/Location: Online

Instructor

Instructor: Toni Lemon

Office: virtual

Office Phone: please email to schedule an appointment – appointments will be held via Zoom meeting

Office Hours: please email to schedule an appointment – appointments will be held via Zoom meeting

Email: tlemon@uwaterloo.ca

Course Description

An introduction to the concepts and practices in palliative care. Topics include historical and philosophical background, the hospice movement, current approaches in palliative care, the multi-discipline team, stress factors, suicide and cross-cultural beliefs of death, illness and loss as they affect the terminally ill and their families.

Course Objectives and Learning Outcomes

This introductory course on Palliative Care will explore broad-ranging concepts on end-of-life and end-of-life care from the academic, personal,

patient & family/caregiver, and professional perspectives. Upon completion of this course, students should be able to:

A. Analyze palliative care in Canada.

- Analyze the history, demography, and epidemiology of dying and death in Canada
- Describe the impacts of social and cultural responses to dying and death

Explain varying individual perspectives on dying and death including current theories on approaches to end-of-life and grief
Explore end-of-life care in Canada including the multidisciplinary roles involved in care during dying and death

B. Reflect and expand on personal perspectives on dying and death

- Articulate and assess personal attitudes, assumptions, and feelings toward dying, death, and grief
- Demonstrate self-awareness, self-reflection, and capacity for challenging oneself and one's beliefs

C. Build critical awareness of dying, death and grief from the professional, patient, and family/caregiver perspectives

- Consider patient and family/caregiver perspectives on the experience of dying, death and grief
- Explore professional perspectives and stories including the rewards and challenges in supporting dying, death and grieving

Required Text

Northcott, H. C. & Wilson, D. M. (2017). *Dying and Death in Canada* (3rd ed.). Toronto, Canada: University of Toronto Press.

Final Report on one of the following two books:

Gawande, A. (2014) *Being Mortal: Medicine and What Matters in the End*. New York: Metropolitan Books, Henry Holt and Company.

Or

Dwyer, P. (2016) *Conversations on Dying: A Palliative Care Pioneer Faces his own Death*. Toronto, Canada: Dundurn Publishing.

Readings Available on LEARN

- Readings and preparations required for each lecture are provided in the timetable below. They are also included in the Module Outlines for each module.

Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
Journal	5 Entries @ 5% each; Reflection Module Entry at 10%; see below for due dates	35%
Module Assignment	4 Assignments @ 10% each; see below for due dates	40%
Final Report	1 Report; see below for due date	25%
Total		100%

Assessment 1

Journal – 35%

5 entries @ 5% each & 1 entry (Reflection Module) @ 10%

The purpose of the Journal is to reflect on your personal perspectives and experience related to dying and death, reflect on the material covered in the course in relation to your personal views, experiences and feelings as well as connections to other issues covered in this, other courses, or current events.

The journal challenges you to engage in self-reflection in relation to the course content. Self reflection is a critical skill in Social Work. Note that this is not a counselling or personal journal and should not be used in that way. Throughout the course and especially with respect to the journal, if you are having trouble with emotionally handling the content or are personally experiencing significant grief, trauma, or suicidal ideation, you are encouraged to seek assistance through professional resources. Some resources are listed in the course shell in LEARN.

More information on how to write effective critical reflections for your journal can be found here: <https://uwaterloo.ca/writing-and-communication-centre/critical-reflection>

The format for the journal is flexible. Options include:

Type your journal in Word (or other word processing package) and submit as Word document.

Hand write (including doodling/art if interested) on paper and submit photos of your pages.

Do a video log for your journal and submit links to the cloud storage of your video file (YouTube, onedrive, etc.).

Note: Go ahead and try different formats. You may alter your chosen format for each submission.

Guiding questions will be provided for each journal entry. At a minimum, please answer the question. You are encouraged to also make comments on other observations throughout the course in your journal.

Journal entries will vary in length. For the Introduction Module and Modules 1, 2, 3 and 4, aim for 300-500 words (3-4 minute video). For the Reflection Module, aim for 400-600 words (4-5 minute video). Grades reflect the clarity and thought, not the length. Make this a valuable learning exercise for yourself. The objective is to make the journal itself a learning experience - to challenge yourself to reflect on your own assumptions and experiences and to make connections between the course material and your world. Submissions must be made in LEARN in the appropriate drop box by the due date/time.

The journal entries will be assessed based on a rubric (see LEARN for more details). You are encouraged to use the following guiding questions to ensure completeness of your journal submissions:

Completeness – Did you answer all aspects of the journal question posed?

Knowledge/Understanding – Did you clearly demonstrate use of information from the readings in the entry?

Depth of Analysis – Did you connect the knowledge from the course readings to your personal experience or make connections with your world or the news/current events?

Depth of Reflection – Did you reflect on what this analysis means to you personally and how you view or approach this topic?

While structure/grammar is not part of the rubric, the submissions must be

comprehensible and clear to review. The journal should be written in first person and be specific to yourself and your reflections.

Citations and references are not required for this assessment.

Please see below for due dates for each journal submission and the Module Outlines for the guiding questions. Please note that all submission dates for the course are Sundays by 11:59am (i.e. before noon).

Assessment 2

Module Assignments - 40%

4 Assignments @ 10% each

The purpose of The Module Assignments is to analyze palliative care in Canada. These written assignments focus on critical analysis related to course readings as a summative for each of the 4 Modules.

The format for the Module Assignments is 500-650 words (not counting references) double spaced, 12 point font with pages numbered. APA references and citations are required; although no research outside of the course readings is required. A cover page and running header are not required. Please include a title, Module Assignment #, your name, student number, and date at the top of the first page. The format (e.g. argumentative essay, academic analysis, etc.) vary based on the assignment. Submissions must be made in LEARN in the appropriate drop box by the due date/time.

Information on APA referencing and citations can be found here:

<https://uwaterloo.ca/writing-and-communication-centre/resources-apa-style-citation>

Two options are provided for each Module Assignment. Please pick one of the two options.

No additional research is required. The course text and course readings/videos for the specific Module and preceding Modules should be used to support development of the submissions.

The Module Assignments will be assessed based on a rubric (see LEARN for

more details). You are encouraged to use the following guiding questions to ensure completeness of your Module Assignment submissions:

Completeness – Did you answer all aspects of the question thoroughly?

Thesis – Is there a clear thesis that is supported throughout your submission?

Course Content Connection – Is there a clear link to the course readings/videos with a demonstrated comprehension of the content and its application to the assignment topic?

Organization & Style – Does the submission follow the required style for the assignment? Is it well organized and easy to read?

Grammar & Mechanics – Does the submission follow the formatting requirements (number of words, proper APA style references and citations, formatting)? Is there proper grammar, punctuation, and spelling?

Please see below for the due dates for each Module Assignment and the Module Outlines the assignment options and formatting/style requirements for each. Please note that all submission dates for the course are Sundays by 11:59am (i.e. before noon).

Assessment 3

Final Report – 25%

1 Written Report @ 25%

The purpose of the Final Report is to relate a patient and/or professional perspective to the course concepts discussed throughout the 4 Modules of the course.

The Final Report is based on the review of a book. You may select one of the following 2 books for your final report. These books are available for sale (print, ebook, audiobook) and may also be available through the University or your local library.

Gawande, A. (2014) *Being Mortal: Medicine and What Matters in the End*. New York: Metropolitan Books, Henry Holt and Company.

Or

Dwyer, P. (2016) *Conversations on Dying: A Palliative Care Pioneer Faces his own Death*. Toronto, Canada: Dundurn Publishing.

The format for the Final Report is 1200-1400 words (not counting references), double spaced, 12 point font with pages numbered. APA references and citations are required, although no additional outside of the course readings are required. A cover page and running header are not required. Please include a title, Final Report, your name, student number and date at the top of the first page. Submissions must be made in LEARN in the appropriate drop box by the due date.

Information on APA referencing and citations can be found here:

<https://uwaterloo.ca/writing-and-communication-centre/resources-apa-style-citation>

The report includes the following elements:

Summary of the book

Identification and analysis of 3 separate quotes – For each quote, provide the quote, the context for the quote, why you selected the quote, and relate the quote to one element of the course content.

Review of the book – Discuss what you liked or disliked about the book. What did you learn from the book? Would you recommend the book to others?

The Final Report may be written in first person with a focus on personal perspective as well as critical analysis. It should be in essay format. More information on effective writing in the essay format can be found here:

<http://www.arts.uwaterloo.ca/~tjconnol/essaystructure.htm>

The Final Report will be assessed based on a rubric (see LEARN for more details). You are encouraged to use the following guiding questions to ensure completeness of your Final Report before submitting:

Summary – Is there a clear, concise summary of the book including the perspective from which it is written, main themes and overall intent?

Quote 1 Analysis – Is the quote provided including context for the quote and why it was selected? Is a clear connection made to the course content?

Quote 2 Analysis - Is the quote provided including context for the quote and why it was selected? Is a clear connection made to the course content?

Quote 3 Analysis - Is the quote provided including context for the quote and why it was selected? Is a clear connection made to the course content?

Book Review – Does the review of the book include significant insight into

reasons for opinions stated, what was learned from the book and whether or not and for whom the book is recommended.

Organization & Style – Does the submission follow the required style for the assignment? Is it well organized and easy to read?

Grammar & Mechanics – Does the submission follow the formatting requirements (number of words, proper APA style references and citations, formatting)? Is there proper grammar, punctuation, and spelling?

Please see below for the due date and the Module 4 Outline for more information. Please note that all submission dates for the course are Sundays by 11:59am (i.e. before noon).

Course Outline

Following is a summary of the course outline. Please see each module for details regarding the readings and assignments.

Week/ Module	Date	Topic	Readings (text readings included below; additional required readings included in Module Outlines)
Week 1 Intro Module	Sept 8-13	Welcome Review Course Outline Terminology; Introduction to Palliative Care Assessments: • Journal – Intro Module DUE Sep 13 11:59am	Course Outline
Weeks 2, 3 Module 1	Sep 14-20 Sep 21-27	Module 1: Demography & Epidemiology of Dying and Death Assessments: • Journal – Module 1 DUE Sep 20 11:59am • Assignment – Module 1 DUE Sep 27 11:59am	Text Chapters 1 & 2

Weeks 4, 5 Module 2	Sep 28 – Oct 4 Oct 5- 11	Module 2: The Social and Cultural Response to Dying and Death Assessments: <ul style="list-style-type: none"> • Journal – Module 2 DUE Oct 4 11:59am • Assignment – Module 2 DUE Oct 11 11:59am 	Text Chapters 3 & 4
Fall Reading Week	Oct 12-18		
Weeks 6, 7, 8 Module 3	Oct 19-25 Oct 26- Nov 1 Nov 2-8	Module 3: The Individual Response to Dying and Death Assessments: <ul style="list-style-type: none"> • Journal – Module 3 DUE Nov 1 11:59am • Assignment – Module 3 DUE Nov 8 11:59am 	Text Chapters 5 & 6
Weeks 9, 10, 11 Module 4	Nov 9-15 Nov 16-22 Nov 23-29	Module 4: End-of-Life Care in Canada Assessments: <ul style="list-style-type: none"> • Journal – Module 4 DUE Nov 15 11:59am • Assignment – Module 4 DUE Nov 22 11:59am • Final Report DUE Nov 29 11:59am 	Text Chapters 7 & 8
Week 12 Reflection Module	Nov 30 – Dec 6	Course Reflection Assessments: <ul style="list-style-type: none"> • Journal – Reflection DUE Dec 6 11:59am 	Review of previous journal submissions

Late Work

There is no penalty for early submissions. All of the course materials and assessments are provided along with due dates at the beginning of the course. Plan ahead and even submit ahead of time. If you do this, please follow the modules in order as they build on each other. Grading of assignments will take place after the due dates.

Journal, Assignment, and Final Report submissions must be made in the

appropriate drop box in LEARN by the assigned due date. All due dates are Sundays 11:59am. After that time, submissions will receive a penalty of 10% per day and are accepted up to 1 week after the due date. For clarity, submissions in LEARN identify the time of submission. Any submissions on the due date with a time stamp of 12 noon or later will receive a 10% penalty.

Requests for extensions with reason must be made by email at least 48 hours before the due date for consideration. Decisions on extensions are at the discretion of the Professor.

If you require accommodations, you are encouraged to contact AccessAbility Services.

Information on Plagiarism Detection

Text matching software (Turnitin®) is used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.

Electronic Device Policy

Students are responsible for their own devices to ensure access to the course and ability to submit assessments. The Journal assessment includes an option to submit video recordings. Video equipment is the responsibility of the student and a written option is provided.

Attendance Policy

This is an asynchronous online course. No synchronous class attendance is required.

Final Examination Policy

For **Winter 2020**, the established examination period is **April 8-25**. The schedule will be available at the end of January. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: [Final Examination Schedule](https://uwaterloo.ca/registrar/final-examinations) <https://uwaterloo.ca/registrar/final-examinations>)

Accommodation for Illness or Unforeseen Circumstances:

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html

Academic Integrity:

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage \(https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour\)](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

Discipline: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the [Office of Academic Integrity \(https://uwaterloo.ca/academic-integrity\)](https://uwaterloo.ca/academic-integrity) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline \(https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71\)](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71). For typical penalties check [Guidelines for the Assessment of Penalties \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author,

publisher, or other copyright holder. Waterloo's policy on Fair Dealing is available here: <https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory> Violation of Canada's Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70), Section 4 (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>). When in doubt, please be certain to contact the department's administrative assistant, who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there are grounds. Students who believe they have grounds for an appeal should refer to [Policy 72, Student Appeals](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72) (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72>).

Academic Integrity Office (uWaterloo):
<http://uwaterloo.ca/academic-integrity/>

Accommodation for Students with Disabilities:

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AAS office at the beginning of each academic term.

Intellectual Property. Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

A respectful living and learning environment for all

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

If you experience or witness harassment or discrimination, seek help. You may contact Credence & Co., Renison's external anti-harassment and anti-discrimination officers, by email (info@credenceandco.com) or by phone (519-883-8906). Credence & Co. is an independent K-W based firm which works with organizations toward thriving workplace cultures, including professional coaching, consulting, facilitation, policy development, conflict mediation and ombudsperson functions.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.