

Sociology 419.01: Special Topics in Medical Sociology

Sociology of Hospice and Palliative Care: A Multidisciplinary Approach (FALL 2012)

INSTRUCTOR: Dr. Bruce Arnold*
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OFFICE: SS 912

OFFICE HOURS: Tuesday & Thursday 11:00-12:00

PHONE: 220-6508 (no voice mail).

CLASS: SS 921 Tuesdays & Thursday 3:30PM – 4:45PM

* Dr. Arnold is an Associate Professor of Sociology, an Adjunct Research Scholar at the Institute for Palliative Medicine at San Diego Hospice, and a volunteer staff member at a local hospice.

* Please note the instructor does not use email for substantive or content related course issues because it is an inefficient means for assisting students. Instead, the instructor is available at various times weekly throughout the term to assist you (see below) and you are encouraged to use Dr. Arnold as a resource throughout this course. Please use the email above to report an absence from class or to set up an appointment during office hours.

* For student study resources see <http://soci.ucalgary.ca/18/jfstud.htm>

* Some changes may be made to course deadlines, timing, format, and content by the instructor.

* Concerns about evaluations and grades must be first put in writing, including the grounds and rationale for said concerns, and submitted to the instructor in advance of a meeting being scheduled.

Death and dying is around us always. So are its myths and taboos and it is not a topic we often engage and often actively avoid even though it is as common as birth. Death and dying is a multi-dimensional embodied process that unfolds within specific contexts, social norms, involving a wide variety of persons. Interdisciplinary general topics will be organized around the multidisciplinary palliative concept of “Total Pain” and will include:

- History of Hospice and Palliative Care
- Pain and symptom management
- Communication and decision-making
- Psychosocial and Existential issues: patient and family
- DNR and the Last Days
- Depression, Anxiety, and Delirium
- Goals of Care and Self Care
- Culture, Religion, and Spiritual Issues
- Pediatric Palliative Care
- Grief, Bereavement, and Funeral rites

Medicine demonstrates its passion and its potential in the vigorous, technological fight against disease, and it has been remarkably successful. Because of this, and public health measures, people in the developed world are living longer. (1) Unfortunately, there is a downside to these successes. Instead of dying quickly of acute illnesses, people tend to die at the end of long chronic illnesses, often with physical and emotional suffering, debility, and dependence. And, this extended dying process involves the development of many types of pain and suffering, commonly referred to in palliative medicine as “Total Pain.” (2) Patients, their families, friends, and their healthcare professionals are embedded in this process and attempts to manage and relieve its intensity. (3) However, many of the more rewarding developmental processes associated with end-of-life are often overlooked. All of the above will be introduced and explored during this course drawing from palliative medicine, social psychology, religious studies, philosophy, sociological literature, ELNEC (End of Life Nursing Education Consortium) and EPEC-O (Education in Palliative and End-of-Life Care for Oncology). The latter two are used for training palliative care clinicians.

Please feel free to use me as a resource during this course. I am available before, during, and after class as well as during office hours or special appointments at mutually convenient times.

Course goals include:

- Development of critical (not just to criticize) and reflexive thinking skills
- Identification and application of asking “good” questions
- Integrating clinical examples with academic course readings
- Identifying difficulties and solutions for integrating multi-interdisciplinary issues
- Working individually and in teams to address course goals
- Understanding of the multiple dimensions of “Total Pain” and suffering at end-of-life and in palliative care (physical pain & symptom management, social pain, psychological pain, spiritual pain).
- An introduction to practical skills to offer to persons and families at end-of-life
- Establish some links between death & dying and how to lead our daily lives in a compassionate and more enthusiastic way
- Field trips to a funeral home and a local hospice (can only be scheduled 5:00-8:00PM for staffing considerations – they volunteer their time for this class).
- Selected practical student application exercises using course materials and issues.

Pedagogy: This is a challenging and rewarding course designed as an upper-level undergraduate **“Inquiry-Based”** seminar with a lecture component. Course goals and expectations for students are based on this design. (See Blackboard for more information) Critical thinking skills (see Elder & Paul text) will be practiced throughout the term. Students are required to come to each class prepared to discuss and integrate required and supplemental readings, clinical cases, and participate in experiential course related exercises. Students will be called upon regularly in each class to participate in the learning process (see participation grade). Each class will draw from palliative care and

end-of-life (EPEC-O) materials to emphasize the multidisciplinary focus of this course. Formal classes begin on Tuesday, September 11th and presentation and research teams will be organized during the first class. **See Blackboard for required readings for the first class – please come prepared to discuss them.**

Required Field Trips: Students are also required to arrange their schedules to attend and participate in two evening field trip, one to a local hospice and another to a local funeral home, which will be offered at 5:00PM-7:30PM on a Tuesday or Thursday (TBA) instead of the regular class. Please be aware of the locations, topics, and format of these required field trips (during class time) when selecting to enroll in this course.

- (1) The first field trip will be at 5:00PM (____) and will consist of a tour of a Agape Hospice followed by short presentations by student teams to the hospice staff and members of our class. These presentations allow teams to summarize their tour experiences and share them with other class members (different teams will have different tours). Presentations will be in Agape's Education Seminar Room.
- (2) The second field trip will be at 5:00PM on _____ at a **local funeral home** and will include a “complete” tour of the facility and a lecture by their staff on culture and death rituals. The goal of this course it provide students with an interdisciplinary knowledge base that will improve their own quality of life, be better prepared to offer compassionate care to terminally ill persons, and consider a career (or volunteering) in a health care profession related field.

Evaluations: All components of this course must be completed to receive a passing grade. Deadlines are deadlines.

Team Reading Presentation – 10% TBA

Team Research Proposal – 5% (due by Nov. 8th)

Team Research Presentation – 35% TBA (last classes of the term)

Mid-term Exam – 35% October 30th

Final In-Class Exam: 10% December 6th

Participation: 5%

Please note students are expected to regularly back-up copies of their course work.

Exams: The *two examinations* (not cumulative) will include multiple choice and short answer questions drawn from all materials, class discussions and presentations, and field trips.

1. The Mid-term exam on October 30th will include all course materials up to the exam including from the Agape field trip.
2. The final in-class quiz will include questions drawn from class work, readings, discussion, assignments not covered in the mid-term exam, including team research presentations and funeral home field trip. More details will be given in class.

Research Proposal: For the research assignment, student teams will be required to provide a research proposal for approval by November 8th. The proposal will also be examined by other teams for discussion purposes so students can learn from each others' analysis – it's good practice for us all. Be prepared to make a research topic decision early in the term. All topics must be directly related to: (1) the issue of "Total Pain" and (2) course topics. Topics must be approved by Dr. Arnold. The proposal evaluation will be included in the grade assigned for the research presentation. More information will be given in class.

Team Research Presentation: For the professional *research presentation* of 20 minutes, students are expected to work in a team environment on a course related research topic chosen in consultation with the instructor. Teams will be dependent upon class enrollment. Topics must be approved by the instructor and directly related to course topic and materials.

A 2 page point-form outline of the presentation will be submitted to the instructor and all students at the beginning of the presentation class. Arrangements can be made for teaching aids to assist in presentations when necessary (e.g. PowerPoint). A team grade will be assigned to each team member. *All team members must provide an equal part of the in-class presentation to receive a grade. All team members must be present and participate in the presentations.* Team members who are unable to keep up-to-date with other team members may be given an alternative research assignment for presentation. More information will be given in class

Participation: Students are expected to be fully prepared to contribute to all classes. Students will be asked throughout the course to thoughtfully comment on specific readings and or issues discussed in class. Again, this is for students to learn how to apply course material and issues and so all students are on "the same page" and are therefore better prepared to learn from the classes and be better equipped for exams and research projects.

This course employs a seminar and inquiry based learning format. And, topics in this course can be personally challenging to all of us so please bring any concerns you have to Dr. Arnold as soon as possible and at any time throughout the course. Dr. Arnold has considerable experience in all of the course topics and is available for academic and other support as needed during this course.

Team Reading presentation: Students will be asked to briefly summarize and integrate KEY course issues in an assigned readings and clearly connect them to class issues, with a brief course related analysis, and resulting question for the class (about 15-20 minutes). Students will distribute a 2 page singles-spaced outline of their presentation to the instructor and all students at the beginning of their presentation. *All team members must provide an equal part of the in-class presentation to receive a grade. All team members must be present and participate in the presentations.* More instructions and details for this presentation will be given in class during January. There will be a class schedule posted on Blackboard regarding readings, presentations, and other expectations for each

class. Team size will be dependent upon class enrollment.

Required Materials: *

1. **Psychosocial Issues in Palliative Care.** Mari Lloyd-Williams (Ed.). Oxford University Press. 2008. Second Edition.
2. **Handbook for Mortals: Guidance for People Facing Serious Illness.** Joanne Lynn, MD & Joan Harrold, MD. 2001. Oxford University Press. Second Edition.
3. **The Art of Asking Essential Questions.** Linda Elder & Richard Paul. The Foundation for Critical Thinking. 2005.
4. **A Caregiver's Guide: A Handbook About End-of-Life Care.** Macmillan K, Peden J, Hopkinson J, Hycha D. Canadian Hospice Palliative Care Association. 2010. To keep text costs down this book will be provided by Dr. Arnold for each student. Please return this text before the last day of classes so it can be used by other students in future classes. Thank you.
5. Additional required readings will be handed out in class and posted in PDF format on Blackboard (check Blackboard a few times a week and before the first class).
6. Other required palliative care and medicine DVDs will be used in class for teaching purposes (no advanced preparation is required).

Recommended:

1. **Oxford Textbook of Palliative Medicine.** Doyle D, Hanks G, Cherny N, Calman K. (Editors). 3rd Edition. 2005.
2. **What Dying People Want: Practical Wisdom for the End of Life.** Kuhl D. 2002.

Journal of pain and symptom management (Online)
American journal of hospice & palliative care (Online)
Journal of palliative medicine (Online)
Journal of palliative care (Online)
Palliative medicine (Online)
JAMA (Journal of the American Medical Association) (Online)
Social science & medicine (Online)
Sociology of health & illness (Online)

<http://www.hospicecare.com/fow/pages/FOWCOURSEINDEX.html>

http://www.virtualhospice.ca/en_US/Main+Site+Navigation/Home.aspx

<http://www.palliativedoctors.org/>

Continued enrollment is seen as informed consent and agreement to all course conditions including confidentiality of any and all personal course related comments made in class during this course.

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USRI

At the completion of this course each student will be asked to complete a Universal Student Ratings of Instruction (USRI) form.

Exam Policies: You must provide advance notice to the instructor if you are unable to take an exam. All requests for deferral of an examination due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the physical or emotional problem rather than after recovery. Deferred exams may be allowed in the following circumstances: illness, domestic affliction or religious conviction. If you have missed an exam for a legitimate reason, you will be able to write a "make up" exam as close to the original exam as possible. The date and location will be at the convenience of the Sociology Department. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferred exam. Deferred exams will not be granted if it is determined that just cause is not shown by the student.

Ethics Research: Students are advised that any research with human subjects--including any interviewing (even with friends and family), opinion polling, or unobtrusive observation--must have the approval of the Departmental Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Academic Misconduct: cheating is regarded as a serious academic offense. Students are advised to consult the University Calendar, which presents a Statement of Intellectual Honesty and definitions and penalties associated with cheating, plagiarism, and other academic misconduct.

The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place, e.g., outside an instructor's office or the Department main office. Term assignments must be returned to students individually, during class, or during the instructor's office hours; if a student is unable to pick up her/his assignment s/he may provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

Safewalk: The University of Calgary provides a “safe walk” service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the “Help” phones located around Campus.

Academic Accommodation

Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre (MC 295, telephone 220-8237). Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. **It is a student’s responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.**