

## Sociology 419.01: Special Topics in Medical Sociology (Winter 2016)

### Sociology of Hospice and Palliative Care: A Multidisciplinary Approach

**INSTRUCTOR:** Dr. Bruce Arnold\*\*  
[drarnold@ucalgary.ca](mailto:drarnold@ucalgary.ca) (only)

**OFFICE:** SS 912

**OFFICE HOURS:** Tuesday & Thursday 2:00-3:00\*  
\* **Scheduled appointments recommended & preferred.**

**PHONE:** 220-6508 (no voice mail).

**CLASS:** EDC 255 Tuesdays & Thursday 12:30PM – 1:45PM\*

\* Please note field trip on March 1<sup>st</sup> at 5:00pm replaces scheduled class on this day. Please plan accordingly.

**EMAIL POLICY – IMPORTANT PLEASE READ CAREFULLY:** the instructor uses *limited 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 and you are encouraged to use Dr. Arnold as a resource throughout the course. Please use the email above to report an absence from class or to set up an appointment during office hours.

- Please put your course number and section in your email's subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. All emails violating customary email conventions will be ignored.
- Please take that into account when emailing me questions pertaining assignments or exams. Also, please e-mail me for administrative purposes only, for example to set up an appointment regarding assignments or exams. Questions pertaining to assignments or exams are best addressed in person.
- If you have a course-related question, please check the course outline first. **Questions that can be answered by consulting the course outline or course information posted on D2L will not be answered.**
- Please do not use e-mail as a replacement for an office visit, if there is something you want to discuss. Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours. I am pleased to meet with you and offer assistance.

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

\* The instructor may make some changes to course deadlines, timing, format, and content. Check D2L regularly.

\* All audio recording in class must have prior written permission in advance from the instructor. No video recording allowed.

\* All students must be registered in this class.

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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 topics will include:

- History of Hospice and Palliative Care
- Pain and symptom management
- Communication and decision-making
- Psychosocial and Existential issues: patient, family, & clinicians
- 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
- Academic and clinical case study materials

Medicine demonstrates its passion and 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. \*\* This course will draw from academic materials as well as Dr. Arnold’s research and clinical experiences as a Research Scholar at San Diego Hospice and the Institute for Palliative Medicine (San Diego), Visiting Scholar in the Department of Psychiatry, School of Medicine, UCSD (San Diego), and contact time in hospices in Thailand, Taiwan, and Canada.

Please feel free to use me as a resource throughout this course. I am available in class for questions and during office hours (scheduled appointments recommended & preferred) or special appointments at **mutually convenient** times due to special circumstances. If you have experienced the loss of someone close to you during the past year this course may induce some minor personal memories of this loss. If you think this may cause you *unreasonable discomfort*, please consider carefully enrolling in this course carefully. This course is intended to inform and assist not to cause harm to anyone. I DO NOT POST (D2L) OR DISTRIBUTE MY POWERPOINT SLIDES, NOTES, OR OTHER LECTURE MATERIALS.

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 (can only be scheduled 5:00-8:00PM for staffing considerations – they volunteer their time for this class). Confirmed: March 1<sup>st</sup> 5:00pm.
- 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 multimodal instructional formats (e.g., lectures, group discussion, audio-video, field trips). When not all required readings are introduced directly in the classroom, students are expected and encouraged to ask (sociological) questions about these readings and how they apply to each specific class, previous classes, or assignments. Learning how to ask sociological questions is an important part of this course – we will practice this throughout the term. Course goals and expectations for students are based on this design. Students will need to use prerequisite course materials and sociological thinking. Critical analytical 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) **See D2L Course Schedule required readings for first class and all of the classes – please come prepared to each class to discuss them.**

- WE WILL DISCUSS THIS COURSE OUTLINE AND COURSE RELATED ISSUES DURING THE FIRST WEEK OF CLASS.
- PLEASE ASK QUESTIONS AND RAISE CONCERNS DURING THIS TIME OR BRING THEM TO THE ATTENTION OF THE INSTRUCTOR DURING OFFICE HOURS AS SOON AS POSSIBLE.
- IT IS MY PLEASURE TO ASSIST YOU THROUGHOUT THIS COURSE – SCHEDULE OFFICE HOUR MEETINGS WELL IN ADVANCE, ESPECIALLY FOR THE RESEARCH PROJECT.

+ Please note research teams are dependent upon class enrollment and will be determined in the first week of classes. If there is limited enrolment read “team” as “individual”.

**Student (and Team) Responsibilities** (please read carefully):

- Refer to the syllabus, reading schedule, and assignment. These are posted and updated on D2L for 24-7 access.
- Check D2L for updated information regularly (e.g. a couple of times a week)
- **It is essential that students prepare for each class in advance** by attending to the required readings (see reading schedule) - including taking notes – again, the importance of this cannot be overstated - it is very important for student, team, and class progress. Please come to class prepared for in-class exercises and discussion. A **Class Reading Schedule** will be posted on D2L before the first class and updated during the term to show which readings are required for each class.
- **Practice asking sociological questions using the required readings for each class. Students will be expected to bring sociological questions to each class. This will also involve developing criteria for evaluating questions and possible answers.**
- Depending on class size, teams usually consist of 2 students. Teams will be arranged during the first week of classes. Team membership cannot be altered without permission of the instructor.
- Do not violate copyright or University of Calgary ethical rules and regulations (see instructor to clarify)

**Evaluations:** All components of this course must be completed, and without any violation of copyright laws or University of Calgary ethics, to receive a passing grade. Deadlines are deadlines.

(Team) Reading Presentation – 5% TBA

End of term: (Team) Research 20-minute Presentation – 30% TBA (last few classes of the term)

Mid-term Exams – 25% February 25<sup>th</sup> & 25% Thursday, March 24<sup>th</sup>

Final In-Class Exam: 10% Tuesday, April 12<sup>th</sup>

Participation: 5%.

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

**Exams:** The *two mid-term examination* (25% and 25%) are not cumulative and will include multiple choice and short answer questions drawn from all materials, class discussions and presentations, and field trips. The *final quiz* (10%) will focus on materials from the research presentations with some additional review questions from selected course previous readings during the term which will be announced well in advance, including (1) reading sources and (2) specific pages which will have been covered earlier in the term. All evaluation components must be completed to receive a passing grade.

No individual exam or assignment grades, nor final course grades, will be “rounded up” to the next percentage (e.g., 85.8 is 85, not 86). Each exam or assignment grade is entered using this criteria, as is the final course grade. This information is to provide a clear and precise boundary for all students to ensure equal evaluation for all students. Information regarding grades is not communicated through email.

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 at a mutually convenient time. It is the responsibility of the student to provide compelling evidence for alternative “correct” (best) answers to exam questions. Students in a team may not receive the same grade depending on intra-team presentation variations and discrepancies. No individual exam grades, nor final course grades, will be “rounded up” to the next percentage (e.g.,

85.8 is 85, not 86). Each exam or assignment grade is entered using this criteria, as is the final course grade. This information is to provide a clear and precise boundary for all students to ensure equal evaluation for all students. Information regarding grades is not communicated through email.

Concerns about evaluations and grades must be first put in writing, including the grounds, rationale, and criteria for said concerns, and submitted to the instructor in advance of a meeting being scheduled at a mutually convenient time. It is the responsibility of the student to provide compelling evidence for alternative “correct” (best) answers to exam questions.

### **Deferrals & Make-up Exams**

When possible, please provide advance notice if you are unable to write an exam or complete/turn-in assignments on time. All requests for deferral of a course component 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 health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements, misreading the syllabus, and scheduling conflicts with other classes or employment are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student.

If you have missed a test for a legitimate reason, the instructor can require you to write a “make up” test as close in time to the original test as possible **or** can choose to transfer the percentage weight to another course component. If the instructor schedules a “make up” test for you, its date and location will be at the convenience of the Department of Sociology.

Make-up examinations will only be allowed in instances of documented medical problems, or other documented emergencies. Please bring these issues to the instructor's attention as soon as possible so alternative arrangements can be considered to address your particular situation in a timely and supportive manner. Arrangements for missed exams or assignments will be at the discretion of the instructor. All make up exams are scheduled by the Department of Sociology (usually on Tuesdays at 5:00pm). Students in a team may not receive the same grade depending on intra-team presentation variations and discrepancies.

**Participation:** Students are expected to be prepared to engage the class materials to contribute to all class exercises and discussions (please recall this is a SEMINAR based course) making **thoughtful** and **critical use of course readings, issues, and sociological thinking**. We will all therefore be able to learn, make mistakes, and work together.

**(Team) Research Presentation (35%):** 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. Topics must be relevant to topics covered this class, readily completed with (ethically) available data and course time constraints. Research projects **must** draw from one of the specific topics, excluding pediatric palliative care, covered in this course (only). All components of this research project on this course outline and research assignment handout(s) must be completed. If not, the assignment is considered and graded as “incomplete.”

It is **strongly advised** that teams first develop a short research proposal no later than the end of February and work with Dr. Arnold to clarify how to proceed within the parameters of the course subject matter and topics noted in this course outline, U of C ethical requirements and copyright restrictions, and term time constraints. Original data collection is not allowed in this course. Schedule research meetings with me well in advance, whenever possible, to ensure we have enough time for me to assist you with the usual problems that arise during the research process.

A copy of the PowerPoint presentation will be emailed to the instructor ([drarnold@ucalgary.ca](mailto:drarnold@ucalgary.ca)) before (only) the presentation. A 2-3-page point-form outline of the presentation, plus bibliography, will be submitted to the instructor and all students at the beginning of the presentation class – please make adequate copies. 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:** This is an upper-level seminar so all students are expected to be prepared to actively and regularly participate in class discussions, analyses, and exercises using the required readings and other class materials and issues using and developing **sociological thinking**. Students will be asked throughout the course to use sociological thinking to thoughtfully and critically 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. If you are uncomfortable with talking and discussing course issues in class, please bring this to the attention of the instructor during the first week of classes.

This course topic can be personally challenging to any of us, especially if a person has lost a loved one to death recently, so please bring any concerns you have to Dr. Arnold as soon as possible and at any time throughout the course but preferably during the first week of classes. 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 (5%):** (10 minutes) Students will be asked to: (1) briefly summarize and integrate KEY course issues in assigned readings, (2) clearly connect them to class issues with a brief course related analysis, and (3) provide thoughtful question/s for a short class discussion which all students will be asked to contribute drawing from their own analysis of the required readings for each particular class. Students will distribute a 1-2-page 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. This assignment is to contribute as a preparation for final team research presentation (e.g., working as a team, develop sociological thinking skills, time management, presentation experience and skills).

**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.
  5. A few additional required readings will be handed out in class or posted on D2L.
- CLASS HANDOUTS CANNOT BE COPIED IN ANY FORMAT – THEY ARE FOR CLASS USE ONLY.**
6. Other required palliative care and medicine DVDs will be used in class for teaching and discussion purposes (no advanced preparation is required, other than required readings included in the course reading schedule posted on D2L. If you will miss a class and this material make arrangements to get notes from another class member.

**Recommended:**

1. **Oxford Textbook of Palliative Medicine.** Doyle D, Hanks G, Cherny N, Calman K. (Editors). 3<sup>rd</sup> Edition. 2004
2. **What Dying People Want: Practical Wisdom for the End of Life.** Kuhl D. 2002. U of C BF789. D4 K734 2003.
3. **Handbook of psychiatry in palliative medicine.** Harvey Chochinov et al. 2000 edition. ON-LINE, U of C library.
4. **Tuesdays with Morrie.** 2002. Mitch Albom. Bestseller book also made into movie.
5. **The Death of Ivan Ilyich.** 1981. Leo Tolstoy. Widely available.
6. **Wit.** (DVD & Y HBO), starring Emma Thompson. 2001.

6. **Ikiru**. 1952. A film by Akira Kurosawa. Available on iTunes and other sources). Japanese, black & white with English subtitles.

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)  
Omega (online)

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

[http://www.virtualhospice.ca/en\\_US/Main+Site+Navigation/Home.aspx](http://www.virtualhospice.ca/en_US/Main+Site+Navigation/Home.aspx)

\* 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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1. Grade Reappraisal: Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a reconsidered mark may be raised, lowered, or remain the same.
2. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
3. Academic Misconduct: Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>
4. Protection of Privacy: The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. "If students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment." All recordings of any type in class must first be approved by the instructor and a privacy, confidentiality, and copyright form needs to be signed.
5. Ethical 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.
6. Student Representation: The 2015-16 Students' Union VP Academic's email is: Stephan Guscott: email: [suypaca@ucalgary.ca](mailto:suypaca@ucalgary.ca). Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: [arts1@ucalgary.ca](mailto:arts1@ucalgary.ca), [arts2@ucalgary.ca](mailto:arts2@ucalgary.ca), [arts3@ucalgary.ca](mailto:arts3@ucalgary.ca), and [arts4@ucalgary.ca](mailto:arts4@ucalgary.ca). You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/provost/students/ombuds/role>
7. Emergency Evacuation: In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at **Scurfield Hall Atrium**. Please check these assembly point locations for your other classes at: <http://www.ucalgary.ca/emergencyplan/assemblypoints>
8. 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.

9. Academic Accommodation:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at [http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy\\_0.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf)