

## Course Syllabus for RHCA

### Life and Death Matters for Personal Support Workers

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*Integrating a Palliative Approach: Essentials for Personal Support Workers*

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#### Delivery Format & Duration

##### Hybrid: Self Study & Virtual Sessions

- Self directed learning (2 hours/ week x 10 weeks) and virtual facilitated sessions (2 hours x 10 weeks).
- E-learning modules, case studies, podcasts, reflection exercises through online modules
- 2 hour weekly virtual facilitated sessions to learners to contextualize learning in modules.
- Certification provided with contact hours.
- Commitment for students: 4 hours a week for 10 weeks.

#### Course Description

This is a deeply foundational course that prepares you to care for the dying and their loved ones. It provides resources and training in plain language, equipping you to have timely, compassionate and effective conversations with the dying person and their loved ones. By the end of this course, you will have developed self awareness of your own beliefs around providing palliative care. It provides a step by step walk through all common end of life symptoms with assessments, how to respond appropriate comfort measures and communicate with the team to provide wrap around care.

#### Course Objectives

- The participant understand and learn to integrate a palliative approach to care.
- The participant will learn how to prepare to care for the dying person and their family through learning best practices in palliative care and building a team.
- The participant will learn about standardized tools to support best care the dying person and their family.
- The participant will learn to support physical comfort for the dying person and their family.
- Review Medication for pain relief and principles for opioid management use, fears and misunderstandings about opioids and common side effects.
- Review of common symptoms anorexia, cachexia, changes in bowel and bladder, dehydration, delirium, nausea and vomiting.
- Review of depression, difficult breathing, fatigue and mouth discomfort.
- The participant will learn Holistic care and the value of providing psychosocial care to the dying person and their family. This includes discussion and learning around MAiD and supporting people and children into grief and loss.
- The participant will understand and integrate care during the last days and hours and when death occurs.



- The participant will learn about self-care and self care practices essential for all RHCA’s caring for people who are dying

### Student Expectations

Be actively involved in your learning. For example, you should complete assigned readings, videos & podcasts weekly.

Complete weekly journal entry and email weekly.

Pay attention to emails and announcements in the course so you don’t miss anything.

You are responsible for attending all virtual sessions in order to successfully complete (pass) the course 9/10 weeks.

If you are unable to attend course, please contact Instructor as soon as possible.

Share your knowledge and expertise with others.

Participate in synchronous discussion forum.

Maintain confidentiality in all aspects of the course.

### Instructor Expectations

I will foster an open and positive learning environment in which all voices and views are respected.

I will respond to all phone calls and messages in a timely manner.

I will lead weekly, virtual sessions with the entire class.

### Course Schedule

This high-level schedule below captures the expected activities for each chapter. Each week includes asynchronous activities which are completed on your own and synchronous activities which are live sessions held with the other students and the instructor. Specific Asynchronous activities will be provided weekly.

Week	Chapter	Asynchronous Activities
Week 1	Chapter 1: Understanding the Dying Process, Chapter 2: Integrating a Palliative Approach	Text, Workbook, Podcast, Videos & Journal
Week 2	Chapter 3: Preparing to Care	Text, Workbook, Podcast, Videos & Journal
Week 3	Chapter 4: Using Standardized Tools	Text, Workbook, Podcast, Videos & Journal
Week 4	Chapter 5: Enhancing Physical Comfort, Anorexia & Cachexia	Text, Workbook, Podcast, Videos & Journal
Week 5	Chapter 5: Changes in Bowel Function & Delirium	Text, Workbook, Podcast, Videos & Journal

Week 6	Chapter 5: Dyspnea and Nausea & Vomiting	Text, Workbook, Podcast, Videos & Journal
Week 7	Chapter 5: Pain	Text, Workbook, Podcast, Videos & Journal
Week 8	Chapter 6: Providing Psychosocial Care	Text, Workbook, Podcast, Videos & Journal
Week 9	Chapter 7: Caring in Last Days and Hours	Text, Workbook, Podcast, Videos & Journal
Week 10	Chapter 8: Caring for You	Text, Workbook, Podcast, Videos & Journal

### Evaluation

Evaluation will be completed by reviewing weekly journal submissions and attendance of minimum 9/10 virtual facilitated sessions.

### Rubric

Criteria	Displaying Leadership Behaviours	Meets Expectations	Below Expectations
Active participation	Actively and consistently contributes to synchronous and asynchronous discussions. Initiate discussion relevant to course.	Voluntarily contributes to synchronous and asynchronous discussion without prompting.	Does not contribute unless directly queried. May also dominate discussion. Misses more than one live session.
Relevance of participations	Contributions are relevant and promote deeper understanding of content.	Contributions are always relevant to current topics of discussion.	Contributions are distracting.
Evidence of Preparedness	Well prepared; investigates and share relevant material not explicitly assigned. Completes all classroom prep (activities, readings etc.)	Clearly read (and thought about) material in advance. Completes most classroom prep (activities, readings etc.)	No evidence that has read or understood the material and has not prepared for class.

<p>Quality of Participation</p>	<p>Models good classroom citizenship. Evidence of attention and active listening; demonstrates awareness of own participation and encourages others to participate.</p>	<p>Listens and responds appropriately to contributions of others. Balances Participation.</p>	<p>Inattentive; possibly disruptive.</p>
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