1.0 Course description information

1.1 Catalog description: This course examines the hospice concept and other related services available in the community. The student will learn that hospice is an alternative to the traditional medical model.

1.2 Prerequisites for this course:
Undergraduate: SOWK 3320 prior to or concurrent.
Graduate: SOWK 8130 prior to or concurrent, or BSSW degree.

1.3 Course overview: This course is designed to involve students in the recognition of fears, concerns, and needs of dying patients and their families by examining the hospice concept and other services available in the community. Factual information, reading, professional presentations, films and experiential exercises are offered to aid the student in understanding that hospice is an alternative to the traditional medical model so that when the "cure" system is no longer functional, then the "care" system, hospice, can be offered.

1.4 Unusual circumstances of the course: This course is offered as SOWK 4850 for undergraduate students. This course is offered as SOWK 8856 for graduate students. This course may be taken as part of the gerontology certificate for either undergraduate or graduate students. This course is cross listed with Gerontology (GERO 4850/8856).

2.0 Course justification information

2.1 Anticipated audience/demand: This course is intended for undergraduate and graduate social work and gerontology students.

2.2 Indicate how often this course will be offered and the anticipated enrollment:
The course is offered every Fall semester.
Undergraduate: Enrollment is anticipated to be 10 students.
Graduate: Enrollment is anticipated to be 10 students.
### 2.3 If it is a significant change to an existing course, please explain why it is needed:
The course objectives have been revised to meet accreditation standards. Course objectives and assignments are now linked with CSWE EPAS competencies and practice behaviors.

### 3.0 Objective information

#### 3.1 List of performance objectives stated in learning outcomes in a student’s perspective:

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

1. Identify the fears and concerns of dying patients and their families across the life span.
2. Identify concerns students may have as practitioner in the field of hospice.
3. Describe the hospice philosophy, values, concepts, ethical stance and a hospice program of care.
4. Indicate the physical, psychological, social, spiritual, and sexual needs of dying patients and their families.
5. Critique the various theories, approaches, program models in meeting the needs of dying patients and families.
6. Critique interventions utilized in meeting the needs of dying patients and families including bereavement.
7. Discuss available services within the community for dying patients and families including bereavement.
8. Recognize cultural diversity in serving dying patients.
9. Demonstrate knowledge and skill in communication.

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>EPAS Competencies</th>
<th>Generalist Practice Behaviors</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the fears and concerns of dying patients and their families.</td>
<td>Comp #7 Apply knowledge of human behavior and the social environment.</td>
<td>Gen 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</td>
<td>Readings, class participation, group project, exam, research project</td>
</tr>
<tr>
<td>2. Identify concerns students may have as practitioner in the field of hospice.</td>
<td>Comp #7 Apply knowledge of human behavior and the social environment.</td>
<td>Gen 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</td>
<td>Readings, class participation, group project, exam, research project</td>
</tr>
<tr>
<td>3. Describe the hospice philosophy, values, concepts, ethical stance and a hospice program of care.</td>
<td>Comp #3 Apply critical thinking to inform and communicate professional</td>
<td>Gen 3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. Gen 3.2 Analyze models of assessment, prevention, intervention, and evaluation.</td>
<td>Readings, class participation, group project, exam, research project</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>EPAS Competencies</td>
<td>Generalist Practice Behaviors</td>
<td>Assignments</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------</td>
<td>-------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>care.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Comp #7**       | Apply knowledge of human behavior and the social environment. | Gen 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.  
Gen 7.2 Critique and apply knowledge to understand person and environment. |             |
| **Comp #9**       | Respond to contexts that shape practice. | Gen 9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;  
Gen 9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. |             |
| **Comp #10**      | Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. | Gen 10.1 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.  
Gen 10.7 Select appropriate intervention strategies.  
Gen 10.10 Help clients resolve problems.  
Gen 10.13 Social workers critically analyze, monitor, and evaluate interventions. |             |
| 4. Indicate the physical, psychological, social, spiritual, and sexual needs of dying patients and their families. | **Comp #7**  
Apply knowledge of human behavior and the social environment. | Gen 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.  
Gen 7.2 Critique and apply knowledge to understand person and environment. | Readings, class participation, group project, exam, research project |
| 5. Critique the various theories, approaches, program models in meeting the needs of dying patients and their families. | **Comp #3**  
Apply critical thinking to inform and communicate professional judgments. | Gen 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues | Readings, class participation, group project, exam, research project |
### Course Objectives

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>EPAS Competencies</th>
<th>Generalist Practice Behaviors</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Critique interventions utilized in meeting the needs of dying patients and families including bereavement.</td>
<td><strong>Comp #3</strong> Apply critical thinking to inform and communicate professional judgments.</td>
<td>Gen 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
<td>Readings, class participation, group project exam, research project</td>
</tr>
<tr>
<td>7. Discuss available services within the community for dying patients and families including bereavement</td>
<td><strong>Comp #3</strong> Apply critical thinking to inform and communicate professional judgments.</td>
<td>Gen 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
<td>Readings, class participation, group project exam, research project</td>
</tr>
<tr>
<td>8. Recognize cultural diversity in serving dying patients</td>
<td><strong>Comp #4</strong> Engage diversity and difference in practice.</td>
<td>Gen 4.1 Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; Gen 4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; Gen 4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences; Gen 4.4 View themselves as learners and engage those with whom they work as informants.</td>
<td>Readings, class participation, group project exam, research project</td>
</tr>
<tr>
<td>9. Demonstrate knowledge and some level of skill in communication skills. (Graduate students must demonstrate higher level of skill.)</td>
<td><strong>Comp #3</strong> Apply critical thinking to inform and communicate professional judgments.</td>
<td>Gen 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
<td>Readings, class participation, group project exam, research project</td>
</tr>
</tbody>
</table>

### 4.0 Content and organization information

### 4.1 List the major topics central to this course:
• General overview (history) of the hospice concept and characteristics of a hospice program of care
• Fears and concerns of dying patients and their families
• Physical needs of dying patients/families
• Psychological needs of dying patients/families
• Spiritual needs of dying patients/families
• Social needs of dying patients/families
• Sexual needs of dying patients/families
• Community services available to dying patients and families including bereavement
• Models of intervention utilized with dying patients and families including bereavement
• Ethical issues and controversies, e.g., needs of AIDS patients and social justice issues
• Ethnic and Cultural considerations
• Communication skills and techniques utilized
• Bereavement modalities
• Administration and political connotation of the hospice program
• Self Help Programs for dying patients (included in this will be the Simonton Approach)
• Recognition and prevention of burnout in staff working in hospice program
• A look at complementary interventions as a viable modality for dying patients who are having difficulty expressing selves or as a mode of relaxation

Typical schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 1 8/25 | • Introductions and syllabus review  
• Introduction to and history of hospice concept  
• Characteristics of a hospice program of care | --- | |
| 2 9/1 | • Fears and concerns of dying patients and their families  
• Small group discussion | Callanan: pp. 1-48 | |
| 3 9/8 | • Physical needs of dying patients and their families  
• Sexual needs of dying patients and their families  
• Students choose case study groups | Callanan: pp. 49-91 | |
| 4 9/15 | • Psychological needs of dying patients and their families  
• Social needs of dying patients and their families | Callanan: pp. 92-126 | |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>9/22</td>
<td>Callanan: pp. 127-164; Selected articles</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>9/29</td>
<td>Callanan: pp. 165-201; Selected articles</td>
<td>Group #1 turns in case study</td>
</tr>
<tr>
<td>7</td>
<td>10/6</td>
<td>Callanan: pp. 202-233; Selected articles</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10/13</td>
<td>Selected articles</td>
<td>Group #2 turns in case study</td>
</tr>
<tr>
<td>9</td>
<td>10/20</td>
<td>Callanan: pp. 234-267</td>
<td>Take home midterm due</td>
</tr>
<tr>
<td>10</td>
<td>10/27</td>
<td>Callanan: pp. 268-290; Selected articles</td>
<td>Group #3 turns in case study</td>
</tr>
<tr>
<td>11</td>
<td>11/3</td>
<td>Callanan: 291-332; Selected articles</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>11/10</td>
<td>Selected articles</td>
<td>Group #4 turns in case study</td>
</tr>
<tr>
<td>13</td>
<td>11/17</td>
<td>Selected articles</td>
<td>Group #5 turns in case study</td>
</tr>
<tr>
<td>14</td>
<td>11/24</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>12/1</td>
<td>Selected articles</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>12/8</td>
<td>---</td>
<td>Final research paper due</td>
</tr>
</tbody>
</table>

### 5.0 Teaching methodology
5.1 **Methods:** This course will be conducted as a seminar, with emphasis on classroom discussion and exploration of issues, strategies, and techniques by the students. Weekly outside readings concerning the topic under consideration will be completed by each student. Role-play, case studies and small group exercises will be other modalities utilized. Guest speakers will be invited when appropriate. Factual information, reading, professional presentations, films and experiential exercises are offered.

5.2 **Student role:** Students will be expected to read course material and actively participate in the course.

6.0 **Evaluation information**

6.1 **Describe the typical types of student projects that will be the basis for evaluating student performance:**

**Undergraduate:**
- **Attendance and Participation in Classroom Discussions.** This includes being prepared to discuss assigned readings, handouts, reports, films, etc. Part of your final grade will be based on participation and attendance.
- **Group Topic – Case Study.** There will be a group project which identifies an original case study. All students are expected to sign up for age group from list offered 3rd class session. Five to six students are expected to work together and present a 30 minute case review which will be graded on A) Complexity of the Case B) Comprehensive Plan of Care C) At least 3 community resources are utilized. D) Handout with contact for community resources is available. No more than 30 minutes for discussion.
- **Take Home Midterm.** Choose five questions that deal with general topics covered in this course. Answers should contain evidence along with bibliographic citations (two outside of course material) for graduate students. **Exam date will be on course outline.**
- **Paper/Research Project.** An 8-10 page paper on a particular area of care of the dying patient and family that interests you (e.g., physical needs of dying patients, political aspects of hospice, costs of hospice care, etc.). You may be as innovative as you wish. Paper can be a literature review or actual experiential project if you are presently working with a clientele who would be appropriate for subject matter. **Project paper due date will be on course outline.**

**Graduate:**
- **Attendance and Participation in Classroom Discussions.** This includes being prepared to discuss assigned readings, handouts, reports, films, etc. Part of your final grade will be based on participation.
- **Group Topic – Case Study.** There will be a group project which identifies a original case study. All students are expected to sign up for age group from list offered 3rd class session. Graduate students will be expected to coordinate group presentation. Five to six students are expected to work together and present a 30 minute case review which will be graded on A)
Complexity of the Case: B) Comprehensive Plan of Care  C) At least 3 community resources are utilized. D) Handout with contact for community resources is available. No more than 30 minutes for discussion.

- **Take Home Midterm** Choose five questions that deal with general topics covered in this course. Answers should contain evidence along with bibliographic citations (two outside of course material) for graduate students. **Exam date will be on course outline.**

- **Paper/Research Project.** A 10-12 page paper on a particular area of care of the dying patient and family that interests you (e.g., physical needs of dying patients, political aspects of hospice, costs of hospice care, etc.). You may be as innovative as you wish. Paper can be a literature review or actual experiential project if you are presently working with a clientele who would be appropriate for subject matter. **Project paper due date will be on course outline.**

- **Small group discussion leaders** as directed by the Instructor.

### 6.2 Describe the typical basis for determining the final grade (e.g. weighting of various student projects):
Undergraduate and graduate:

- Class Participation: 10%
- Case Study: 20%
- Midterm Exam: 35%
- Research Project: 35%
- Total: 100%

### 6.3 Grading type:

fo-

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98% or Above</td>
</tr>
<tr>
<td>A</td>
<td>94 to 97.9%</td>
</tr>
<tr>
<td>A-</td>
<td>91 to 93.9%</td>
</tr>
<tr>
<td>B+</td>
<td>88 to 90.9%</td>
</tr>
<tr>
<td>B</td>
<td>84 to 87.9%</td>
</tr>
<tr>
<td>B-</td>
<td>81 to 83.9%</td>
</tr>
<tr>
<td>C+</td>
<td>78 to 80.9%</td>
</tr>
<tr>
<td>C</td>
<td>74 to 77.9%</td>
</tr>
<tr>
<td>C-</td>
<td>71 to 73.9%</td>
</tr>
<tr>
<td>D+</td>
<td>68 to 70.9%</td>
</tr>
<tr>
<td>D</td>
<td>64 to 67.9%</td>
</tr>
<tr>
<td>D-</td>
<td>61 to 63.9%</td>
</tr>
<tr>
<td>F</td>
<td>60.9% and below</td>
</tr>
</tbody>
</table>

### 7.0 Resource material information

#### 7.1 Textbooks or other required readings used in course:

#### 7.2 Other suggested reading material
Course handouts.

#### 7.3 Current bibliography and other resources

AMACOM/American Management Association.
Hermann, C. P. (2007). The degree to which spiritual needs of patients near the end of life are met. Oncology Nursing Forum, 34, 70-78.


**Classic resources**


Improving care at the end of life with complementary medicine: Hearing before the Committee on Government Reform, House of Representatives, 106th Cong., 1 (1999).

The end of life: Improving care, easing pain and helping families: Hearing before the Special Committee on Aging, United States Senate, 106th Cong., 1 (2000).

Barriers to hospice care: Are we shortchanging dying patients: Hearing before the Special Committee on Aging, United States Senate, 106th Cong., 1 (2000).
8.0 Other information

8.1 Accommodations statement
Reasonable accommodations are provided for students who are registered with UNO Disability Services and make their requests sufficiently in advance. For more information, contact UNO Disability Services (EAB 117, Phone: 554-2872, TTY: 554-3799) or go to the website: www.unomaha.edu/disability

8.2 Plagiarism/academic integrity
In this course, you will submit written work in which you make use of information and ideas found in print or online sources. Whenever you use material from another writer, it is important that you quote or paraphrase appropriately and cite the source. Never let it appear that ideas and information gleaned from other sources are your own.

The UNO Academic Integrity policy defines plagiarism as “presenting the work of another as one’s own (i.e., without proper acknowledgment of the source) and submitting . . . academic work in whole or in part as one’s own when such work has been prepared by another person or copied from another person.”

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

UNO Faculty Senate, March, 2010

Additional note on plagiarism/academic integrity from the UNO School of Social Work:
The School of Social Work views plagiarism as a very serious offense. The NASW Code of Ethics includes a high value on integrity and the importance of behaving in a trustworthy manner (see NASW Code of Ethics, www.socialworkers.org/pubs/code/default.asp, 4.04 and 4.08). In addition, the Publication Manual of the APA (2010) states, “Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author, you need to credit the source in the text” (p. 15).

The School of Social Work will hold a Level 2 or 3 Student Review for any student who is alleged to have plagiarized or cheated in any of their academic courses.

8.3 Procedures regarding student grades/papers
The Family Educational Rights and Privacy Act (FERPA) of 1974 requires that student grades not be published in a personally identifiable fashion. Therefore, unless prior arrangements have been made with the instructor, students must provide a self-addressed adequately stamped envelope for papers, projects, or exams that were not returned to them in class. Any remaining papers, projects
or exams will be kept by the instructor for 3 months after the semester ends, at which time they will be shredded.

8.4 Resources for students:
- UNO Grace Abbott School of Social Work, [http://socialwork.unomaha.edu](http://socialwork.unomaha.edu)
- UNO Counseling Center, [http://counseling.unomaha.edu](http://counseling.unomaha.edu)
- UNO Speech Center, [http://www.unomaha.edu/speechcenter](http://www.unomaha.edu/speechcenter)
- UNO Writing Center, [www.unomaha.edu/writingcenter](http://www.unomaha.edu/writingcenter)
- Online Writing Lab (OWL) at Purdue, [http://owl.english.purdue.edu/owl](http://owl.english.purdue.edu/owl)

11-11-2011