

Syllabus – PALC 601

Principles and Practice of Hospice and Palliative Care

Course Information

Course Number	PALC 601
Course Title	Principles and Practice of Hospice and Palliative Care
Semester and Year	Summer 2020
Start and End Date	June 1, 2020 – July 24, 2020
Credits	Three
Eligible Students	Students enrolled in an accredited School of Pharmacy (P3 or P4), School of Medicine (M3 or M4), School of Nursing (Advance Practice candidate) or School of Social Work (MSW candidate with a GPA of 3.0 or higher).

Course manager	Mary Lynn McPherson, PharmD, MA, MDE, BCPS, CPE
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Course manager	An advance practice nurse
Course manager response	Discussions graded within 48 hours of due date, papers/cases graded within 7 days of due date. Rubrics will be used and grades will be posted directed into blackboard.

Course Description	An introductory course, participants will learn about the patient/family centric model of palliative care, the interdisciplinary team concept, models of care in hospice and palliative care and regulatory aspects of these practice models. Participants will also learn about education and self-care for practitioners, operational aspects of hospice and palliative care, the application of analytic inquiry and evidence-based discovery, and implications for community outreach.
Prerequisites	None
Recommended Textbooks and Materials (not required)	<ul style="list-style-type: none"> • Bruera E, Higginson I, Morita T, F. VGC. <i>Textbook of palliative medicine</i>. Boca Raton ; London ; New York: CRC Press; 2015. (Available through HSHSL University of Maryland as e-book). • Thomson RM, Patel CR, Lally KM. <i>Essential Practices in Hospice and Palliative medicine, 5th ed. UNIPAC 1: Medical Care of People with Serious Illness</i>. AAHPM, Chicago, IL, 2017.
Format	<ul style="list-style-type: none"> • Course is taught entirely online, in an asynchronous fashion. • The course is eight weeks long, and divided into eight modules. • Each modules has learning objectives, learning resources posted, one or two discussion questions, and an assignment. • Learners may complete assigned work whenever they desire, in anticipation of the stated deadlines (Thursday evening for discussion posts; Sunday evening for all other work).

Course Learning Objectives

After completing this course, students will be able to:

1. Describe the patient- and family-centric model of care, including development of goals of care.
2. Define hospice and palliative care.
3. Compare and contrast hospice and palliative care services across the health care continuum.
4. Describe the composition of the hospice or palliative care team, and roles and responsibilities of each team member.
5. Describe hospice and palliative care regulations, models of care, reimbursement models, operations, community outreach
6. List and interpret data needed to determine the need for a hospice or palliative care service.
7. Assess personal and team resilience and well-being, and develop strategies to maintain professional success and sustainability both personally and for the team.
8. Assess educational deficits, and recommend a corrective plan of action personally, for staff, and the community at large concerning hospice and palliative care.

Interprofessional Collaborative Practice Core Competencies met in this course:

- Work with individuals of other professions to maintain a climate of mutual respect and shared values.
- Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.
- Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease.
- Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable.