



Environmental Scan:

*Palliative and End-Of-Life Care
Teaching and Learning Resources*

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Ms. Shannon Keyser, MSc, RN
who developed this Palliative and End-of-Life Care
Teaching and Learning Nursing Resource.*

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Preamble

Methods for resource identification fall within two distinct pedagogical approaches for teaching and learning: teacher-centred teaching or student/learner-centred teaching. Each approach is based on different assumptions. Within a teacher-centred pedagogy, the teacher is the expert, thus the educator sets the objectives, provides the resources, and evaluates the students' learning relative to the course objectives and the learning materials provided. Using a student-centred pedagogy (with principles aligned closely with adult learning), the teacher is a facilitator and guide; the teacher sets up a learning environment in which the learner is engaged in exploring his or her learning needs relative to the topic of the course, the learner's experiences, and previous knowledge. Once the learner has identified a knowledge gap, the gap is addressed by developing information literacy skills by searching for, retrieving, reading, and synthesizing the literature relevant to the self-identified learning need. The learner then reflects on what he or she has learned. Learning in a student-centred classroom is generally co-learning, where students engage with each other. We anticipate that educators using this document will primarily utilize one of these approaches, with most drawing selectively from each in their teaching style.

Beyond the classroom, end-of-life education can incorporate community-based resources by developing a partnership between the place of care and the education centre. The teacher may facilitate opportunities for health care professionals and consumers of palliative care services to offer guest presentations on real life experiences, stories, and case studies. Students could be encouraged to engage in dialogue with the presenters, and each other, on the topics presented. These opportunities are meaningful for care providers, and can be therapeutic for consumers who tell their story.

Purpose

This environmental scan was completed in order to gather existing teaching and learning resources for Palliative and End-of-Life Care. Multiple search strategies were used to gather a wide range of resources relevant to the core competencies as developed by the Canadian Association of Schools of Nursing (CASN) Task Force on Palliative and End-Of-Life Care (2009), and revised by the CASN Palliative and End-Of-Life Care Advisory Committee (2011) (Table 1). Additionally, course syllabi and teaching and learning tools were sought from nursing schools across Canada in order to understand how Palliative Care is being taught in the undergraduate curriculum.

Search Strategy

Various methods were used to gather teaching and learning resources for the environmental scan including contacting key informants and schools of nursing across Canada, as well as multiple internet searches. Resources collected included, but were not limited to, articles, books, or audiovisual material.

The collection process began with key informants, which included members of the CASN Teaching, Learning and Curriculum Development Working Group (TLCDWG), as well as the Canadian Hospice Palliative Care (CHPC) Nurses Group. Members of the TLCDWG were contacted in October 2010 via teleconference and a request was made for them to submit any appropriate resources to the project consultant by December 15th, 2010. Updates were given to members of this Group to provide them with information related to gaps in resources collected throughout the search process. The CHPC Nurses Group was contacted by email in order to gain additional resources (Appendix A), and they were asked to respond by December 21st, 2010.

Deans and Directors of schools of nursing across Canada were contacted by email (Appendix B) in order to request syllabi for any courses that either exclusively or partially taught

undergraduate nursing students about palliative and end-of-life care; they were asked to return the requested materials by December 17th, 2010.

Finally, multiple online searches were completed in order to fill identified gaps in the materials submitted by the various groups. Following the organization of the resources according to competency and type, gaps were identified by the project consultant. To gather additional resources searches were undertaken using Google, YouTube, the Cumulative Index to Nursing and Allied Health Literature, and MEDLINE.

Overview of Resources Collected

A total of 456 resources were collected. Some resources that were submitted by key stakeholders were not easily organized into the competencies and were assigned into an “additional resources category.” For this category there were 97 resources. Resources collected included journal articles, internet articles, books, reports, presentations, internet sites, quizzes, and videos. For an overview of all resources collected, see the inventory of resources in Appendix C. For the breakdown of the number of resources by competency and type, see Table 1 on the following page.

Table 1

Resources by Type and Competency

Core Competency	Resource Type		
	Books	Audio/Visual	Articles
1. Using requisite relational skills to support decision making and negotiating modes of end-of-life care on an ongoing basis.	5	20	36
2. Demonstrating knowledge of grief and bereavement and the ability to support others from a cross-cultural perspective.	6	9	19
3. Demonstrating knowledge and skill in holistic, family-centered nursing care of persons at end-of-life who are experiencing pain and other symptoms.	30	12	76
4. Recognizing and responding to the unique end-of-life needs of various populations, i.e. elders, children, those with cognitive impairment, those in rural and remote areas, those with chronic diseases, mental illness and addictions, and marginalized populations	11	10	36
5. Applying ethical knowledge skilfully when caring for persons at end-of-life and their families while attend to one's own responses such as moral distress and dilemmas and successes with end-of life decision making.	24	11	50
6. Demonstrating the ability to attend to psychosocial and practical issues such as planning for death at home and after death care relevant to the person and their family members.	1	1	25
7. Identifying the full range and continuum of palliative and end-of-life care services, resources, and the settings in which they are available (e.g. home care).	5	3	28
8. Educating and mentoring patients and family members on care needs, identify the need for respite for family members, and safely and appropriately delegate care to other caregivers (e.g. personal care workers).	0	1	19
9. Demonstrating the ability to collaborate effectively to address patient/family priorities within an integrated inter-professional team, including non-professional health care providers (i.e. patient, family).	6	5	12

Overall, 12 responses were received from the requests sent to the Deans and Directors, and three from the CHPC Nurses Group. All applicable resources were incorporated with the resources received from the TLCDWG. In addition, a total of 15 schools replied with information related to the courses they offered on palliative and end-of-life care; course syllabi were received from TLCDWG members and in response to the emails sent to the Deans and Directors of schools of nursing. Courses were offered either as entirely dedicated to palliative and end-of-life care, or in which only a portion of the course was relevant to this topic (Appendix D). Seven schools offered stand alone courses to their undergraduate nursing students, and only two of the courses were set as a requirement. Eight schools offered courses in which a module of the course was dedicated to palliative and end-of-life care; 10 of these courses were a requirement for students. Within the stand-alone courses, the topics covered included an overview of palliative care, symptom management, loss, grief, death and dying, as well as the needs of a dying person from a holistic perspective. One of these courses is an interdisciplinary course that focuses on death and dying and not palliative care. Within the courses that offer a module related to palliative care the topics covered are similar to those of the stand alone courses. See Appendix D for a further breakdown and description of the courses offered.

Examples of varying teaching methods were evident in the identified courses. The teaching methods included lecture, guest speakers, clinical experiences and simulation labs. Two schools used a context-based learning approach where different end-of-life care scenarios were discussed with the students. For example, Selkirk College offers the Pallium project's Learning Essential Approaches to Palliative and End-of-Life Care (LEAP) to students and local health care professionals as well. The requests to the Deans and Directors also yielded some non-traditional teaching resources; three respondents emphasized the importance of alternative

approaches in teaching Palliative and End-of-Life Care. Table 2 provides a list of suggested non-traditional teaching/learning opportunities.

Table 2

Alternative Teaching Approaches

Institution	Alternative Approach
Centre for Nursing Studies (Collaborative program with Memorial University)	<ul style="list-style-type: none"> • Visiting a funeral home • Participating in a group session to learn about individual feelings, beliefs and attitudes towards loss
Thompson Rivers University	<ul style="list-style-type: none"> • Taking field trips to an eye bank, or to view alternative healing techniques such as reiki, healing touch or aromatherapy
Université du Québec	<ul style="list-style-type: none"> • Interviewing a parent to learn about their perceptions of life and death

Discussion

A large number of resources have been collected as a result of this environmental scan. However, there are still areas which require additional resources to provide a comprehensive inventory. Additional books and/or audio/visual materials may be required for competencies 6, 7 and 8. For competency 8, resources are needed which focus on the delegation of care to other caregivers in the palliative care context. Additionally, resources gathered for competency 9 may be lacking overall, since it has the lowest number of resources compared to all other competencies. To see a breakdown of required resources by competency see Table 3.

Information gathered related to Palliative and End-of-Life courses available to nursing students demonstrates that content may be taught to students as a module of a larger course. Additionally, most stand-alone courses were not a requirement for students. However, it is difficult to make conclusions related to this, due to the lack of schools that responded to the request for course syllabi.

In conclusion, additional information will need to be gathered to ensure that a comprehensive list of resources has been created, and to gain a better understanding of how Palliative and End-of-Life Care is taught in schools of nursing across Canada.

Table 3

Additional Resources Required by Competency

Core Competency	Type of Resources Required		
	Books	Audio/Visual	Articles
6. Demonstrating the ability to attend to psychosocial and practical issues such as planning for death at home and after death care relevant to the person and their family members.	X	X	
7. Identifying the full range and continuum of palliative and end-of-life care services, resources, and the settings in which they are available (e.g. home care).		X	
8. Educating and mentoring patients and family members on care needs, identify the need for respite for family members, and safely and appropriately delegate care to other caregivers (e.g. personal care workers).	X	X	X
9. Demonstrating the ability to collaborate effectively to address patient/family priorities within an integrated inter-professional team, including non-professional health care providers (i.e. patient, family).			X

Note: "X" indicates where additional resources are required.

Appendix A

Letter to CHPC Nurses Group

December 13, 2010

Dear Colleagues,

CASN is currently working on a project to facilitate the integration of palliative and end-of-life care competencies into undergraduate nursing programs in Canada. One of the objectives of the project is to collect and compile an inventory of existing knowledge tools and learning resources for palliative and end-of-life care content. We are planning to develop a national repository of teaching and learning resources, which will be available online.

As a first step towards achieving this objective, we are in the process of identifying resources that would be suitable for the undergraduate/entry to practice level. If you have any resources that you think may be relevant to this project, I would appreciate if you could forward them to me. Also, feel free to forward this email to any of your colleagues who might be able to assist in finding this information.

Please refer to the following list of examples of resources that would be very helpful for this project:

- Relevant and effective teaching or learning tools (including case studies, video, texts, and/or web-based resources)
- Examples of innovative approaches to teaching palliative and end-of-life care content in clinical settings

Please inform us if you do not want your resource(s) posted online in our repository, but are willing to share with the advisory committee for information purposes, and only the title of the resource will be included in the repository.

Thank you for taking time to consider this request. I would very much appreciate your response by December 21, 2010. Please do not hesitate to contact me with any questions or concerns.

Thank you,



Cynthia Baker
Executive Director
Canadian Association of Schools of Nursing
cbaker@casn.ca

Appendix B

Letter to Deans and Directors

Dear CASN Member School,

CASN is currently working on a project to facilitate the integration of palliative and end-of-life care competencies into undergraduate nursing programs in Canada. One of the objectives of the project is to collect and compile an inventory of existing knowledge tools and learning resources for palliative and end-of-life care content. We are planning to develop a national repository of teaching and learning resources, which will be available online. Please let us know if you do not want your resources to be redistributed online, and only the title of the resource will be included in the repository.

As a first step towards achieving this objective, we are in the process of identifying schools of nursing that offer Palliative or End-of-Life Courses within their undergraduate nursing program. I would appreciate if you could forward this email to any faculty members who might be able to assist in finding this information.

If you have any resources that you think may be relevant to this project, I would appreciate if you could forward them to me. Please refer to the following list of examples of resources that would be very helpful for this project.

Most importantly:

- Course syllabi from any designated undergraduate Palliative or End-of-Life Care courses or from courses with relevant content

Additionally:

- Relevant and effective teaching or learning tools (including case studies, video, texts, and/or web-based resources)
- Examples of innovative approaches to incorporating palliative and end-of-life care content into coursework

Thank you for taking time to consider this request. I would very much appreciate your response by December 17, 2010. Please do not hesitate to contact me with any questions or concerns.

Thank you,



Cynthia Baker
Executive Director
Canadian Association of Schools of Nursing
cbaker@casn.ca

Appendix C
Inventory of Resources

Core Competency	Resource
<p>1. Using requisite relational skills to share information to support patient/family decision-making and negotiate modes of palliative and end-of-life care on an ongoing basis.</p>	<p>Books (14): Dahlin, C. M. (2010). Communication in palliative care: An essential competency for nurses. In B. R. Ferrell & N. Coyle (Eds.), <i>Oxford textbook of palliative nursing</i> (pp 107-133). New York: Oxford University Press. De Hennezel, M. (2004). <i>Le souci de l'autre</i>. Paris: Éditions Robert Laffont. Dorion, H. (2009). <i>L'étreinte des vents</i>. Montréal: Les Presses de l'Université de Montréal. Duhamel, F. (1995). <i>La santé et la famille. Une approche systémique en soins infirmiers</i>. Montréal: Éditions Gaëtan Morin. Egan, G. (1987). <i>Communication dans la relation d'aide</i>. Montréal: Éditions HRW. Fraser Health Authority. (2007). <i>Information booklet for advance care planning</i>. Retrieved from http://www.peolc-sp.ca/acp/resources/Information%20Booklet%20for%20Advance%20Care%20Planning%20Fraser%20Health(1).pdf Kebers, C. (1999). <i>Mort, deuil, separation: Itinéraire d'une formation</i>. Paris et Bruxelles: De Boeck. Kelley, P., & Callanan, M. (1992). <i>Final Gifts- Understanding the Special Awareness, Needs and Communications of the Dying</i>. New York: Simon & Schuster, Inc. Nelson, S., & Gordon, S. (Eds.). (2006). <i>The complexities of Care: Nursing Reconsidered</i>. Ithaca: Cornell University Press. Néron, S. (1995). <i>L'art et les voix de l'accompagnement: À l'écoute de la souffrance et de la maladie</i>. Montréal: Éditions Médiaspaul. Papadatou, D. (2009). <i>Face of Death: Professionals who care for the dying and bereaved</i>. New York: Springer. Richard, C., & Lussier, M.-T. (2005). <i>La communication professionnelle en santé</i>. Montréal: Éditions du Renouveau Pédagogique. Roack, M. S. (2002). <i>Caring, the Human Mode of Being: A Blueprint for the Health Professions</i>. Ottawa: CHA Press. Zerwekh, J.V. (2006). Connecting and caring presence. In <i>Nursing care at the end of life</i> (pp. 113-130). <i>Palliative care for patients and families</i>. Philadelphia: F.A. Davis.</p>

Audio/Visual (20):

- American Medical Association. (Producer). (1999). *Education for physicians on end of life care project: Anxiety, delirium, depression.*
- American Medical Association. (Producer). (1999). *Education for physicians on end of life care project: Communicating bad news.*
- American Medical Association. (Producer). (1999). *Education for physicians on end of life care project: Last hours of living.*
- American Medical Association. (Producer). (1999). *Education for physicians on end of life care project: Medical futility.*
- American Medical Association. (Producer). (1999). *Education for physicians on end of life care project: Physician assisted suicide.*
- American Medical Association. (Producer). (1999). *Education for physicians on end of life care project: Sudden illness.*
- Help the Hospices. *Current learning in palliative care: 15 minute online tutorials.* Retrieved from <http://www.helpthehospices.org.uk/clip/index.htm>
- The Pallium Project. (2009). *Learning essential approaches to palliative and end-of-life care Module 5: Communication* [PDF document]. Retrieved from http://www.pallium.ca/infoware/LEAPV1-1ParticiBook_2PerPgBLM.pdf
- The Pallium Project. (Producer). (2007, May 4). *Initiating a dialogue with family* [Audio podcast]. Retrieved from <http://www.palliativeinsight.net/>
- The Pallium Project. (Producer). (2009). *Communication within the family.* Available from <http://video.google.ca/videoplay?docid=8244619636434672335#>
- The Pallium Project. (Producer). (2008). *Discussing bad news.* Available from <http://video.google.ca/videoplay?docid=-6414295708741702657>
- The Pallium Project. (Producer). (2008). *Discussing Care with a conflicted family.* Available from <http://video.google.ca/videoplay?docid=-1330572894621755873#>
- The Pallium Project. (Producer). (2008). *Discussing Goals of Care with an Incapacitated Patient.* Available from <http://video.google.ca/videoplay?docid=8451165973929497877>
- The Pallium Project. (Producer). (2008). *Maintaining hope in advanced illness.* Available from <http://video.google.ca/videoplay?docid=-5577137255647207889#>
- The Pallium Project. (Producer). (2009). *Planning care: Involving a patient in end of life decisions.* Available from <http://video.google.ca/videoplay?docid=7399745415511856772#>
- The Pallium Project. (Producer). (2008). *Talking about end of life care.* Available from

<http://video.google.ca/videoplay?docid=-290642578077730680>
The Pallium Project. (Producer). (2008, February 2). *Advance care planning: Policy, legal and practical dimensions* [Audio podcast]. Retrieved from <http://www.palliativeinsight.net/>
The Pallium Project. (Producer). (2009). *A request to hasten death*. Available from <http://video.google.ca/videoplay?docid=-6236351715989399572#>
The Pallium Project. (Producer). (2009). *Institutional dynamics in communication*. Available from <http://video.google.ca/videoplay?docid=3216141338251529973#>
The Pallium Project. (Producer). (2009). *Communication and relationship building*. Available from <http://video.google.ca/videoplay?docid=-2026434700080937617#>

Articles (43):

American Bar Association. *Consumer's tool kit for health care advance planning*. Retrieved from <http://www.abanet.org/aging/toolkit/home.html>
American Bar Association. *Conversation scripts: Getting past the resistance*. Retrieved from <http://www.peolc-sp.ca/efppec/english/viewresource.php?resid=511>
Back, A. L., Arnold, R. M., Baile, W. F., Yulsky, J. A., & Fryer-Edwards, K. (2005). Approaching difficult communication tasks in oncology. *A Cancer Journal for Clinicians*, 55(3), 164-177.
Bascom, P. B., & Tolle, S. W. Care of the family when the patient is dying. *Caring for Patients at the End of Life*, 163, 292-296.
Beavan, J. (2006). *Tips on using communication skills in the advance care plan in the gold standard framework in care homes*. Retrieved from <http://www.peolc-sp.ca/acp/resources/Tips%20On%20Using%20The%20Advance%20Care%20Plan.pdf>
Canadian Virtual Hospice (n.d.). *Tools for practice: Advanced care planning/decision making*. Retrieved from http://www.carrefourpalliatif.ca/en_US/Main+Site+Navigation/Home/For+Professionals/For+Professionals/Tools+for+Practice/Advanced+care+planning+_+Decision+making.aspx#id_357bb8eb26753c8037c723f34d1a834e Caring Conversation: Making your wishes known for end of life care. <http://www.practicalbioethics.org/FileUploads/Caring%20Conversations.121406.pdf>
Canadian Virtual Hospice (n.d.). *Tools for practice: Communication*. Retrieved from http://www.carrefourpalliatif.ca/en_US/Main+Site+Navigation/Home/For+Professionals/For+Professionals/Tools+for+Practice/Communication.aspx#id_f5220f3445fd41e655bf7c8860bb95ac
Canadian Virtual Hospice (n.d.). *Tools for practice: Health care directives*. Retrieved from http://www.carrefourpalliatif.ca/en_US/Main+Site+Navigation/Home/For+Professionals/For+Professionals/Tools+for+Practice/Health+care+directives.aspx#id_357bb8eb26753c8037c723f34d1a834e

onals/Tools+for+Practice/Health+care+directives+_+Living+wills+_+see+Advanced+care+planning.aspx#id_e6f9ab8bf529e400f00efb4fd813fc5f

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- Dunbrack, J. (2006). *Advance care planning: The glossary project*. Retrieved from http://www.hc-sc.gc.ca/hcs-sss/alt_formats/hpb-dgps/pdf/pubs/2006-proj-glos/2006-proj-gloss-eng.pdf
- Educating Future Physicians in Palliative and End-of-Life Care. (n.d.). *Facilitating advance care planning: An Interprofessional educational program*. Retrieved from [http://www.peolc-sp.ca/acp/resources/Facilitating%20Advance%20Care%20Planning%20An%20Interprofessional%20Educat\(1\).pdf](http://www.peolc-sp.ca/acp/resources/Facilitating%20Advance%20Care%20Planning%20An%20Interprofessional%20Educat(1).pdf)
- Educating Future Physicians in Palliative and End-of-Life Care. (2007). *Facilitating advance care planning: An Interprofessional educational program: Curriculum Materials*.
- Educating Future Physicians in Palliative and End-of-Life Care. (n.d.). *Facilitating advance care planning: An Interprofessional educational program: Teacher's Guide*. Retrieved from [http://www.peolc-sp.ca/acp/resources/pdf_2008_advance_care_planning_teachers_guide\(2\).pdf](http://www.peolc-sp.ca/acp/resources/pdf_2008_advance_care_planning_teachers_guide(2).pdf)
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Appendix D
Inventory of Course Syllabi

Stand Alone Courses				
School	Course Title	Required course? (Y/N)	Course Level	Course Description
The University of Manitoba	Palliative Nursing Care	Y	Undergraduate 4 th year	Topics covered include: societal attitudes towards death, an overview of palliative care, caring for the client and family in the final hours, symptom management, loss and grief, spirituality, culture, sexuality, and issues related to public policy, education, and internationally.
Trent/Fleming School of Nursing	Advanced Topic: Issues and Trends in Palliative Care	N	Undergraduate 4 th year	Students learn about caring for individuals and families, and how to deal with death and dying in any setting. Students also examine common issues which prevail throughout various illness trajectories.
Thompson Rivers University	Death and Dying	N	Unknown	Interdisciplinary course with a focus on death and dying, not palliative care. Topics covered include children and death, funerals, legal aspects, suicide, grief, loss, and the dying process.
	Unknown	Unknown	Undergraduate 2 nd year	Students receive training related to end-of-life care before participating in a 13 week clinical rotation in a palliative care setting. Students also take field trips to locations such as an eye bank, and to see reiki, healing touch and aromatherapy sessions.
Selkirk College	Learning Essential Approaches to Palliative and End-of-life Care (LEAP)	N	Undergraduate 3 rd or 4 th year	This course is provided as a two day workshop for 3 rd or 4 th year students. The program is also open to registered nurses, licensed practical nurses, physicians, pharmacists and social workers. This course is not mandatory.
Université du Québec	Le Processus de Deuil	Unknown	Unknown	Students learn about theories of life and death, grief,

	et les Soins Palliatifs			and suffering. Students explore their personal beliefs about life, death and palliative care. They also learn about the grief, physical, psychological, emotional and spiritual needs of the dying person, symptom management, and oncologic medical emergencies.
Centre for Nursing Studies (Collaborative program with Memorial University)	Dealing with Death and Dying...A Seminar for Nursing Students.	N	Undergraduate 3 rd year	A 20-hour seminar. Topics covered include: the nature of end-of-life care, attitudes/emotional manifestations of loss, death and bereavement, caring for self, meeting physical/emotional/social/spiritual needs of dying patient and family, pain management, children, and loss. Students also visit a funeral home.
Dalhousie University	Palliative Care Nursing	Y	Undergraduate 4 th year	Weekly, 2 hour lecture format with online components. Students explore their personal beliefs about life, death, and palliative care. Course content includes: principles and standards of palliative care, methods of assessment, means of pain and symptom management, collaboration within teams, ethical issues, spiritual and cultural influences, grief, and coping.

Course Module				
School	Course Title	Required course? (Y/N)	Course Level	Course Description
Memorial University	Developing Therapeutic Relationships	Y	Undergraduate 1 st year	The portion related to palliative care focuses on loss and grief, as well as end-of-life communication.
Centre for Nursing Studies (Collaborative program with Memorial	Developing Therapeutic Relationships	Y	Undergraduate 1 st year	The portion related to palliative care focuses on loss and grief, as well as end-of-life communication.

University)	Healthy Aging	Y	Undergraduate 1 st year	For one class students discuss supporting the dying client and families, the role in the palliative care unit, and dying with dignity.
	Nursing Concepts for Care of Women and Child-Bearing Family	Y	Undergraduate 2 nd year	A guest speaker talks about perinatal loss.
	Nursing Concepts for Children, Adolescents and Young Adults	Y	Undergraduate 3 rd year	In class discussion related to conditions such as cancer and birth anomalies that are incompatible with life.
	Nursing Concepts in Middle and Older Adulthood	Y	Undergraduate 3 rd year	The focus is on death as a result of acute and chronic conditions. Specifically, the physical, psychosocial, and emotional needs at the end-of-life. Also, the nurse's role in facilitating a peaceful and dignified death, and education of clients and families.
Saskatchewan Institute of Applied Science and Technology	Health Challenges	Y	Undergraduate 2 nd year	Students learn about palliative care in general including definition, philosophy, principles, programs, and services. Students also learn about pain management, oncologic emergencies, physical manifestations at the end-of-life, grief, loss, bereavement, client and family care, nursing roles, hope, ethical, and legal issues.
Grand Prairie Regional College	Throughout program		Undergraduate	<p>2nd year: Context based learning scenario addressing a middle aged woman dying of lung cancer.</p> <p>3rd and 4th year: End-of-life issues related to chronic illnesses</p> <p>4th year: Some students have the opportunity to work in a cancer clinic for their practicum</p> <p>Other opportunities include: guest speakers who have been diagnosed with cancer, as well as people from the Canadian Cancer Society. Students are also exposed to concepts surrounding death and dying in the laboratory setting.</p>

University of Alberta	Throughout program		Undergraduate	<p>The use of problem/context based learning throughout undergraduate program. Each nursing course has 4-5 scenarios based on real situations. Some scenarios are directly related to palliative care issues. Scenarios include:</p> <ol style="list-style-type: none"> 1. A 50 year old woman dying of lung cancer at home, and 2. A couple who experience both a premature and still born twin birth. <p>Approximately 6 hours are spent discussing each scenario. Additionally, a lecture is provided to students by a member of a palliative care team.</p>
Trent/Fleming School of Nursing	Introduction to Foundational Practice Concepts	Y	Undergraduate 1 st year	One lecture focuses on loss and end-of-life in old age.
	Living with Chronic Disease	Y	Undergraduate 3 rd year	Students learn about the palliative disease processes, and ethical issues related to end-of-life.
	Experiencing Acute Illness	Y	Undergraduate 3 rd year	One seminar focuses on palliative and holistic care.
Selkirk College	Throughout program			Topics incorporated throughout program.
Nipissing University	Trans-cultural Nursing	Unknown	Undergraduate 3 rd year.	One class is dedicated to palliative and end-of-life care. Guest speakers are invited who specialized in palliative care nursing. Students are encouraged to examine different cultures and religions, and how they influence palliative care. Students must develop a care plan related to this.
	Nursing Theory	Unknown	Unknown	The course incorporates palliative care and how it aligns with different theories and theorists. For example, Margaret Newman's health as expanded consciousness.
	Nursing Trends and Issues	Unknown	Unknown	Several classes are dedicated to palliative and end-of-life issues.



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