



**School of Health Education and Human Services**  
**HCA 122**  
**Health 1C: Health Challenges**  
**Term: Winter (202502)**  
**Number of Credits: 2**

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## Course Outline

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**INSTRUCTOR:** Kim Diamond RN

**E-MAIL:** [kdiamond@yukonu.ca](mailto:kdiamond@yukonu.ca)

**Classroom:** A2712

**Class Dates:** **Wednesday:** Jan 7 – Mar 4 (1300-1600) & Friday: Jan 30 (1300-1600)

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*Acknowledging that we live and work in the traditional territory of the Kwanlin Dün First Nation and the Ta'an Kwäch'än Council.*

### COURSE DESCRIPTION

This course introduces students to person-centred practice related to palliative and end-of-life care. Issues faced by individuals and families while receiving palliative care and during the final stage of life will be explored as well as effective approaches to caring for these individuals and their families. Student self-reflection and increased awareness of their own experiences and thoughts on dying will also be encouraged to foster empathy, enhanced end-of-life care and the development of self-care strategies.

### COURSE REQUIREMENTS

Prerequisite(s): None

Corequisite(s): Full-time enrollment in HCA program unless special permission provided by HCA Coordinator

### EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

### LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

- Explore the philosophy and principles of practice used in palliative care and hospice care settings
- Understand the holistic nature of palliative and end-of-life care, the process of dying and grieving and common reactions of individuals and families during this time
- Discuss the elements of legal/ethical practice in palliative and end-of-life care
- Understand the effects of a client's/resident's death and dying on their health care providers and methods to provide self-care to 'grieving' caregivers
- Explore caring and problem solving as they relate to end-of-life care for individuals/families.

## **COURSE FORMAT**

This course will consist of lectures, group work, learning activities, and may include guest speakers and other methods to optimise learning. The format for each class will include:

- Opportunity for questions on previous material
- Introduction and integration of new material
- Assignments & preparation for next class

Each class will have 3 hours of direct instruction time over the total of 9 classes, plus the exam date (10<sup>th</sup> class). It is expected that this course will require 2-4 hours/week of homework and additional reading. The time required will vary by individual.

## **Delivery format**

This course will be delivered through face-to-face sessions on-campus. Students will be required to adhere to public health guidelines. Zoom may serve as an alternative delivery format if needed.

## **EVALUATION**

Participation	10%
Weekly Reflection Activity	10%
Assignment	30%
Quizzes	15%
Final Exam	35%
Total	100%

## **ASSESSMENTS**

### **Attendance & Participation 10%**

This course is part of the HCA program which is experiential; therefore attendance is essential. Attendance means being at class on time every day, prepared for the class and participating to the end of the class. If you cannot be at class, you must notify the instructor in advance and you must arrange to get the class notes and information from your classmates. You are responsible for the information and materials of every class.

Participation includes your active involvement in the activities of the classroom and completion of assignments, reading, quizzes, etc. Coming to class regularly, being on time, being prepared for the class, speaking up in class and handing in your assignments when due will contribute greatly to your success.

### **Weekly Reflection Activity 10%**

Students will do a weekly reflective activity (journal) at the end of each class consisting of answering reflective questions related to learning and insights gained from each class

### **Quizzes: Regular quizzes on course content will be written throughout the course. 15%**

*No re-writes on quizzes*

## Assignments:

**End of Life Care giving Assignment:** 30%

*This assignment will involve Individual Reflective work and Group work.*

**You will use learning in the course and further exploration/research in the field of Palliative Care to consider and demonstrate:**

- Your strengths and areas for improvement with respect to Palliative Care
- How you would you care for a specific client/resident living in community or in long term care who is receiving palliative care
- How this assignment will enhance your practice in the future

**Final Exam: March 4, 2026 (1300-1600)** 35%

**NOTE: *There is No re-write/supplemental written exam.***

**Late Assignments/Work:** For every day an assignment is late (after assigned due date) 5% will be deducted from the original paper grade.

- No assignment will be accepted more than one week (7 calendar days) following the due date unless arrangements are made with instructor of that specific course in advance of due date. Assignments not handed in one week after due date will receive a 0 (failing) grade.

**All evaluative components for this course are mandatory and must have a passing grade of minimum 50%**

Missing or incomplete assignments will result in a course grade of 'Incomplete' or 'Fail' at discretion of the instructor based on overall course work completed

## COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates. <https://www.yukonu.ca/admissions/important-dates>

**March 5, 2026** is the last day to withdraw or change to audit from credit courses without academic penalty.

## TEXTBOOKS & LEARNING MATERIALS

Murray, K. (2020) "Integrating a Palliative Care approach: Essentials for Personal Support workers 2<sup>nd</sup> ed. Life and Death Matters, Saanichton, B.C

A Caregivers Guide: A Handbook about end-of-life Care download online at:

[https://hospicetoronto.ca/PDF/Acaregivershandbook\\_CHPCA.pdf](https://hospicetoronto.ca/PDF/Acaregivershandbook_CHPCA.pdf)

(link on HCA 122 Moodle page)

[www.yukonu.ca](http://www.yukonu.ca)

## RELATED COURSE REQUIREMENTS

It is highly recommended that all students have access to a computer or other device and reliable Internet to do their studies. The minimum specifications for a student device are as follows:

Requirement	Windows-based PC	Apple PC	Mac/macOS-based
Operating System	Windows 10		macOS X
Web Browser	Firefox, Edge or Google Chrome		Firefox, Edge or Google Chrome
RAM/Memory	4 GB		4 GB
Storage	5 GB of available space		5 GB of available space

## ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

## ACCESSIBILITY AND ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact Accessibility Services for resources or to arrange academic accommodations: [access@yukonu.ca](mailto:access@yukonu.ca).

## **TOPIC OUTLINE**

### **Introduction to Palliative Care**

- Self-Awareness/Reflection on the student's own experiences/thoughts on death and dying
  - Explore attitudes, fear related to death & dying
- Hospice & Palliative Care
  - Philosophy & principle
  - Hospice Palliative Care in Canada
  - Caring and problem solving as related to end-of-life care in facilities and in community settings

### **Person Centred End of Life Care**

- Cultural Issues
  - Understanding different cultural, religious, family rituals and honouring these
- Understanding the Dying Person's Experience
  - The Journey of Dying understanding and coming to terms with dying
  - Common reactions as people approach death
  - Loss, Grief, Anticipatory Grief
  - Quality of Life Issues/Dying with Dignity
- Caring for the Family of the Dying
  - Reactions of family members and ways to support them
  - Grief and bereavement
- Communicating with the Dying
  - Communication needs of the Dying
  - Effective ways/approaches to communicate with the Dying

### **Meeting the Needs of the Dying**

- Physical needs of the dying
  - Anticipated changes in the Body
  - General Personal Care of the Dying
  - Comfort Measures for:
    - Pain
    - Breathing challenges
    - Challenges with eating and drinking
    - Dehydration
    - Bowel function
    - Restlessness
    - Delirium
  - Nutritional needs of the Dying
  - The final hours of care/ what you may expect the final days/hours
  - Care of the body after death

- Spiritual Needs of the Dying and appropriate interventions
- Emotional Needs of the Dying and appropriate interventions
- Cognitive Needs of the Dying and appropriate interventions
- Social Needs of the Dying and appropriate interventions

### **Legal and Ethical Issues**

- Ethical/legal practice and safety in palliative care
- Advanced Directives & Living Wills
- Medical Assistance in Dying
  - What it is – new Canadian legislation
  - Responsibilities for Health professionals (MD, RN Nurse Practitioners, RN's and other caregivers including what might mean for HCA's)
- Financial/legal responsibilities for families after death of loved one

### **Self-Care for the Caregiver**

- Personal and professional boundaries
- Recognizing the effect of loss on the caregiver; *the support workers' grief*
- Preventing and recognizing signs of stress, compassion fatigue/empathic strain, burnout

### **Indigenous Knowledge/Perspectives**

- Cultural Safety in Palliative Care
- Implications for safe compassionate care at end of life
- Compound/Cumulative grief: an impact of the Residential School experience
- The importance of Ceremony at End of Life
- Respecting cultural protocols at End of Life Add