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2020

## Syllabus for PHRM 49000 Conversations about Death and Dying

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# PHRM 49000

## Conversations about Death and Dying Elective Spring 2020 Syllabus



**PURDUE UNIVERSITY  
COLLEGE OF PHARMACY  
DEPARTMENT OF PHARMACY PRACTICE**

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**Course Coordinator(s):**

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January 13<sup>th</sup> – January 30<sup>th</sup>, 2020  
WALC 3121  
Monday and Wednesday  
9:00 AM – 11:15 AM

## PHRM 49000: Conversations about Death and Dying Elective

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### COURSE COORDINATORS

Dr. Chelsea M. Baker	RHPH 349	765-496-1805	<a href="mailto:chelseabaker@purdue.edu">chelseabaker@purdue.edu</a>
Prof. Jason B. Reed	WALC 3053D	765-494-9813	<a href="mailto:reed252@purdue.edu">reed252@purdue.edu</a>

### COURSE DESCRIPTION

The Conversations about Death and Dying Elective (PHRM 49000) is a one credit-hour intensive elective offered in January to all years of the professional pharmacy program. This course provides opportunity open discussion of the topics of death and dying in the provision of healthcare.

### COURSE GOAL

To provide students with an opportunity to discuss death and dying in healthcare and reflect on their attitudes towards this topic.

### COLLEGE OF PHARMACY PROGRAM OUTCOMES

**Outcome 3: Communication skills and abilities:** The student must read, write, speak, listen, and use appropriate technologies to send and respond effectively to communications for varied audiences and purposes.

**Outcome 4: Information literacy:** The student must retrieve, analyze, and interpret the professional literature, critically evaluate the scientific credibility of information, utilize information technology and distribution systems that promote the safe use of medications, and provide evidence-based medication and health information to healthcare professionals and the public.

**Outcome 8: Professionalism and ethics:** The student must demonstrate sensitivity to personal values and ethical principles in professional and social contexts.

**Outcome 9: Cultural competence and social awareness:** The student must demonstrate an understanding of self, the strengths and challenges of cultural diversity, and utilize culturally sensitive and effective skills in delivering patient-centered care.

**Outcome 11: Self-aware and career ready:** The student will apply his/her knowledge, skills and abilities by engaging in experiences and activities that challenge the student to systematically evaluate and continuously develop his/her abilities and goals in order to enter into and thrive in his/chosen career path.

**COURSE OBJECTIVES**

<b>Course Objective</b>	<b>Program Outcome</b>	<b>Pharmacists' Patient Care Process</b>	<b>Professional Entrustable Activities</b>	<b>Assessment Method</b>
1. Identifies issues, feelings, and beliefs regarding self, friends and family, and patients relative to death and dying				
a) Examine roles of patients, family, and health care team members in the process of death and dying	3,4,8,9,11	Collect, Assess	Information Master Self-Developer	Class reflection Hospice paper
b) Discuss cultural differences found around death and dying	3,4,8,9	Collect, Assess	Information Master Self-Developer	Group presentation
c) Consider appropriate skills in communicating about death and dying	3,8,9,11	Collect, Assess	Information Master Self-Developer	Class reflection Write a bucket list Write an obituary Write a will A description of your memorial service
2. Identifies role of pharmacist/health provider in end of life care	3,8,11			
a) Discusses the ethical issues in treatment at the end of life	8,9,11	Collect, Assess	Information Master	Paper on hospice care
b) Evaluate symptom management and care goals at the end of life	3,8,9,11	Collect, Assess, Follow-up	Population Health Promptoter Information Master	Paper on hospice care
c) Explore economic and institutional factors affecting terminal care	3,4,9	Collect, Assess	Information Master	Paper on hospice care

## CLASS FORMAT

The class meets from 9:00 AM to 11:15 AM every Monday and Wednesday in WALC 3121 for 3 weeks during the Spring intensive elective period.

## IN-CLASS PARTICIPATION

This course is designed to actively engage students in discussion of concepts explored during the course. Participation in class discussions and team projects is necessary to acquire the level of understanding expected of the student upon completion of the course.

If you are absent from class, you bear the responsibility of informing the course instructors in a timely fashion to determine the necessary make-up activities for successful completion of the course.

## EVALUATION AND GRADING

Letter grades are assigned as follows: A (90-100%), B (80-89.9%), C (70-79.9%), F (< 70%).

Activity	Points
Class reflections*	20
Write a bucket list*	10
Write an obituary*	10
Description of memorial service*	10
Write a will*	10
Hospice paper	10
Class Assessments (4 pre-assessments and 4 post-assessments)	40
Group presentation	20
<b>TOTAL</b>	<b>130 points</b>

\* Assignments will be graded for completion. If the course instructor(s) deem the submission unsatisfactory, it will be returned to the student who will have until the last day of the course to submit a revised assignment.

## Disclaimer:

In the event of a major campus emergency, the course requirements, deadlines, and grading policies are subject to changes that may be required by a revised semester calendar. Any such changes in this course will be posted, once the course resumes, on the course website or can be obtained by contacting the instructor vial email or phone.

## GROUP PRESENTATION

Student groups will be assigned in the first week of class. Additional information will be placed on Blackboard and/or discussed in class.

## REGRADE REQUESTS

Requests for re-grades will be accepted up to one week after the project is graded and returned to the student. Requests must be specific (with appropriate literature attached to support the request) and submitted in writing in a professional manner to the course instructor. Requests received after the one-week time period will not be considered.

## CLASS SCHEDULE

Week	Day	Date	Topic	Assignment
1	M	1/13	<ul style="list-style-type: none"> <li>Course Pre-Assessments (<b>bring laptop</b>)</li> <li>Intro to Course</li> <li>Ted Talk: Life that doesn't end with death</li> <li>Group Work: Select death tradition and work with group on presentation</li> </ul>	<b>Pre-class:</b> <ul style="list-style-type: none"> <li>Review website about death traditions</li> </ul> <b>Post-class:</b> <ul style="list-style-type: none"> <li>Bucket List</li> </ul>
	W	1/15	<ul style="list-style-type: none"> <li>Video: Alternate Endings (69 min)</li> <li>Death Café</li> </ul> <p><b>Emily Clemens, PharmD</b> - <i>PGY-2 Resident Ambulatory Care and Academia Pharmacy</i></p>	<b>Pre-class:</b> <ul style="list-style-type: none"> <li>Death Over Dinner website review</li> </ul> <b>Post-class:</b> <ul style="list-style-type: none"> <li>Write your own obituary</li> <li>Write a description of your memorial/funeral</li> </ul>
2	M	1/20	NO CLASS: UNIVERSITY HOLIDAY (MLK DAY)	Find time for group presentation work
	W	1/22	<ul style="list-style-type: none"> <li>Video: On Our Own Terms</li> <li>End-of-Life Discussion</li> <li>End-of-life documents and directives</li> </ul> <p><b>Jiayun Xu, PhD, RN</b> – <i>Assistant Professor, Purdue University School of Nursing</i></p>	<b>Post-class:</b> <ul style="list-style-type: none"> <li>Write a will</li> </ul>
3	M	1/27	<ul style="list-style-type: none"> <li>Atul Gwande – Being Mortal (56 min)</li> <li>Healthcare team role and perspectives in process of death and dying</li> </ul> <p><b>Cindy Modlin</b> - <i>Inpatient Palliative Care Nurse Practitioner</i></p> <p><b>Jane Anderson</b> - <i>Hospice volunteer</i></p>	<b>Post-class:</b> <ul style="list-style-type: none"> <li>Hospice paper (Due 2/3 @ 8:00 AM)</li> </ul>
	W	1/29	<ul style="list-style-type: none"> <li>Presentations</li> <li>Course Post-Assessments</li> </ul>	

### COMMUNICATING WITH INSTRUCTORS

Dr. Baker's office is located in RHPH 349. She is available in person on lecture days, and students may communicate with her via email. When communicating with via e-mail, **be sure to include your last name and the purpose of the message in the subject line**. In most cases, you should expect a response within two working days.

Prof. Reed's office is located in WALC 3053D. He is available in person on lecture days, and students may communicate with him via email. When communicating via email, **be sure to include your last name and the purpose of the message in the subject line**. In most cases, you should expect a response within two working days.

### LEARNING RESOURCES, TECHNOLOGY, AND TEXTS

**Required Texts:** There are no required textbooks for this course.

**Blackboard:** The course website is accessed via Blackboard Learn. Students use their Purdue Career Account name to login to Blackboard. **Grades are posted on Blackboard Learn.** Students should notify Dr. Baker if a grade has been entered incorrectly. Additional project information and all announcements will also be posted on the website. **Students should check their email daily for class messages.**

## ACADEMIC, PROFESSIONAL INTEGRITY AND HONOR CODE

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breeches of this value by either emailing [integrity@purdue.edu](mailto:integrity@purdue.edu) or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern. The expectations of this course are as follows:

1. All written work must be your own.
2. Presenting another student's work as your own is a violation of academic integrity.

Violations of academic integrity will be addressed by the course instructor(s), forwarded to the Deans office, and may ultimately result in course failure and/or dismissal from the PharmD program.

**Purdue's Honor Pledge (written by students)** *"As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue."*



## ADDITIONAL PURDUE UNIVERSITY POLICIES AND RESOURCES

- [Student Bill of Rights \(click to view\)](#)
- **Nondiscrimination Policy:** The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's nondiscrimination policy can be found at [http://www.purdue.edu/purdue/ea\\_eou\\_statement.html](http://www.purdue.edu/purdue/ea_eou_statement.html)
- **Mental Health and Wellbeing:**
  - **If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try WellTrack, <https://purdue.welltrack.com/>.** Sign in and find information and tools at your fingertips, available to you at any time.
  - **If you need support and information about options and resources,** please see the Office of the Dean of Students, <http://www.purdue.edu/odos>, for drop-in hours (M-F, 8 am- 5 pm).
  - **If you're struggling and need mental health services:** Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765)494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours.
- **Disability Resource Center:** Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: [drc@purdue.edu](mailto:drc@purdue.edu) or by phone: 765-494-1247.

## EMERGENCY PREPAREDNESS

In accordance with Purdue University Policy, the following information is being provided to you regarding Emergency Preparedness:

**EMERGENCY NOTIFICATION PROCEDURES** are based on a simple concept – if you hear a fire alarm inside, proceed outside. If you hear a siren outside, proceed inside.

- **Indoor Fire Alarms** mean to stop class or research and immediately evacuate the building. Proceed to your Emergency Assembly Area away from building doors. Remain outside until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

- **All Hazards Outdoor Emergency Warning Sirens** mean to immediately seek shelter (Shelter in Place) in a safe location within the closest building. “Shelter in place” means seeking immediate shelter inside a building or University residence. This course of action may need to be taken during a tornado, a civil disturbance including a shooting or release of hazardous materials in the outside air. Once safely inside, find out more details about the emergency\*. Remain in place until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

\*In both cases, you should seek additional clarifying information by all means possible...Purdue Emergency Status page, text message, Twitter, Desktop Alert, Albertus Beacon, digital signs, email alert, TV, radio, etc....review the Purdue Emergency Warning Notification System multi-communication layers at : [http://www.purdue.edu/ehps/emergency\\_preparedness/warning-system.html](http://www.purdue.edu/ehps/emergency_preparedness/warning-system.html)

### EMERGENCY RESPONSE PROCEDURES:

- To review the Emergency Procedures Guidelines:

[https://www.purdue.edu/emergency\\_preparedness/flipchart/index.html](https://www.purdue.edu/emergency_preparedness/flipchart/index.html)

- To review the Building Emergency Plan (available on the Emergency Preparedness website or from the building deputy) for:

- evacuation routes, exit points, and emergency assembly area
- when and how to evacuate the building.
- shelter in place procedures and locations o additional building specific procedures and requirements.

MORE INFORMATION Reference the Emergency Preparedness web site for additional information: [https://www.purdue.edu/ehps/emergency\\_preparedness/](https://www.purdue.edu/ehps/emergency_preparedness/)

### Active Shooter & Violent Threat Preparedness Videos and Resources

- **"The Coming Storm"** The Coming Storm is a movie that dramatizes the aftermath of a campus shooting, weaving within the story the best practices and lessons learned from active shooter incidents that have occurred throughout the United States. View FBI Short Movie [\[here\]](#).
- **"Run. Hide. Fight.®"** [YouTube Video](#) Produced by the City of Houston Mayor's Office of Public Safety and Homeland Security through a grant provided by a Department of Homeland Security Grant Funded Project of the Regional Catastrophic Planning Initiative, provides critical options for consideration to survive an active shooter event.
- **"Run. Hide. Fight.®"** [Text Version](#).
- Department of Homeland Security Active Shooter web site...resources and tips on how to prepare for this type of horrific incident...[learn more](#)
- **Ready: Whenever, Wherever**—A public service campaign, from the Indiana Department of Homeland Security, which encourages Hoosiers to practice reasonable awareness and develop a plan for action in the event of an emergency