



Collaborative for Palliative Care
*Supporting your journey through serious illness:
Education, research and advocacy*



Interdisciplinary Aging, Public Health, and Palliative Care Certificate Program

Enhancing the Health and Social Services Workforce

Curriculum Outline — Spring 2021

Foundational Curriculum

- Ethical & Normative Frameworks
- Older adult and population care, with special attention to disenfranchised persons and communities, and those left behind
- Addressing unmet needs
- Professions/disciplines and interdisciplinary work
- Geriatrics and Gerontology
- Palliative care, including integrated medical and social care (e.g. psychological/mental health services), care continuum and transitions, and social and community-based care models
- Long-term care
- Aging and health services
- Public health
- Humanism, person-centered care
- Reflective practice
- Health advocacy
- Human rights

Elective Concentrations

1. Humanistic Leadership, Service, and Activism Concentration

Frederick J. Wertz, PhD, and Mary Beth Morrissey, PhD, MPH, JD

- Philosophy, ethics, history, history
- Person-centered research and service
- Palliative care philosophy
- Disciplines: Psychology, social service, pastoral care
- Interdisciplinary approaches
- Organizational leadership
- Volunteerism

This concentration provides students with knowledge of humanism in its diverse cultural and historical forms, as well as skills essential to person-centered leadership, service, and activism. Criticisms of humanism and the responses of humanists demonstrate the potential of leaders to transform the movement through progressive social change. Secular and religious forms of humanism are explored in the works of Jean-Paul Sartre, Gabriel Marcel, and Teilhard de Chardin. Humanistic ethics with a focus on concrete relations with the Other are informed by existential philosophy. Social responsibility, based on critical feminist and critical racial theory, is related to emancipatory praxis in the service of social justice. Special focus is devoted to the development of humanism in modern psychology, especially the work of Abraham Maslow and Carl Rogers, with its multidisciplinary extensions into therapy and counseling, education, medicine, business and organizations, research, politics, policy, and international relations. Students develop the skills of person-centered communication, small group facilitation, qualitative analysis, reflective practice. Finally, the affinity between humanism and palliative care is explored with special attention to situations where problem-solving is impossible.

Discussion topics: Diverse and core elements of humanism in history and culture; humanistic psychology; person-centered healthcare and social services; classic film of Rogers and Gloria; the humanistic leader; political activism; humanism and palliative care.

Workshops: Person-centered helping; small group growth facilitation; leadership strategies; reflective practice; stakeholder analysis and advocacy strategies; humanistic palliation.

Individual project mentoring: Problem and goal identification in scholarship, leadership, and/or advocacy; identification and critical review of relevant literature; project design, implementation, and outcome assessment; presentation and report writing.

2. Aging, Health, Public Health Law and Policy, and Bioethical Issues Concentration

Bruce Jennings, MA, Mary Beth Morrissey, PhD, MPH, JD, Katherine Pettus, PhD, and Jorge Rivera-Agosto, JD, MS, HEC-C

- Meet with policymakers, write comment letters or pursue other forms of policy influence
- Public health, globalism, and medicine
- Bioethics, public health ethics, and human right
- Law and policy
- Policy Analysis
- Policy formulation (e.g., proposals to the Collaborative for Palliative Care for consideration)

Advocacy: meeting with policymakers, write comment letters or pursue other forms of policy influence

This concentration focuses on how health and public health policymaking and advocacy, including in the domain of health law, impact older adults and other populations left behind. It also addresses the legal and ethical responsibilities of the aging, health, and social services workforce worldwide in fashioning policies that are just, equitable, and effective.

Understanding and skill development in the domains of health and social policy are important parts of professionalism and leadership within the aging, health, and social services workforce. Skill development in this concentration includes:

- qualitative methods used in public policy analysis; and
- ethical analysis of the underlying assumptions, inherent values, and reasonably foreseeable effects of policies.

These two components of policy analysis inform civil society advocacy and inclusive, evidence-based public policy deliberation. These cornerstones of democratic political/governance processes generate the laws and regulations necessary to implement sustainable policies. Particular attention is given to legal frameworks governing population health, based on the progressive realization of universal human rights; the special needs of underserved or marginalized older persons and other populations left behind; and social equity and structural justice, including discrimination and aged-based, intersectional disparities in health and social services. These are all key goals and targets of the 2030 Agenda for Sustainable Development, adopted by all UN member states, including the United States, in 2015. We also use an international lens to examine health and social policy, intending to discover innovative ideas and practices that inform U.S. policymaking and advocacy.

3. Geriatrics and Palliative Care Concentration

Thomas Caprio, MD, and Christopher Comfort, MD

Participants are exposed to an introduction to palliative care. A history of the discipline is discussed, with descriptions of the development of hospice services, the evolution of hospital-based palliative consult services, the development of community-based palliative consult services as well as the development of palliative care expertise as a general medicine skill. Three sections in this elective concentrate on facets of medical palliative services: palliative care in advanced disease, hospice care in advanced disease, and palliative care offered to patients with serious illness without a terminal prognosis.

- Palliative care related to advanced disease
 - * Palliative care systems for provisions of care
 - * Development of comprehensive palliative care programs
- Hospice Care in advanced disease
 - * Hospice as a care system
 - * Cancer versus non-cancer diagnoses
- Palliative care in patients with serious illness

During these presentations, the following generic issues will be discussed:

- Generalist versus specialist palliative care
- Palliative environment in delivering palliative care
- Palliative care for older adults vs younger adults

The tenets of medical palliative care are addressed: pain and symptom management; patient and family as a unit of care; the interdisciplinary team for the administration of care.

Nuances regarding the treatment of special populations are discussed, including palliative care in the older adult population; palliative care in cancer and non-cancer diagnoses; palliative care in dementia and neurodegenerative disorders; cultural differences to consider in providing palliative care services; palliative care and the pandemic experience.

4. Community-Based Services Concentration

Melissa Lang, DPH, Barney Newman, MD, and Beverly Carter, DM

- Evolution of elder centered systems of care delivery and financing systems
- Primary and community-based care
- Long-term care continuum
- Diverse community engagement skills
- Inequities and disparities
- Aging Network continuum of services

This concentration will offer students an opportunity to explore the evolution of elder-centered systems of care and financing by examining the impact of complex chronic disease on the American health care delivery system. This cross section will include the major paradigm shifts shaping the evolving health care delivery system today. Additionally, students will develop a working knowledge of non-profit networks, and community-based services with emphasis on long term care, the continuum of care, and the Aging Network continuum of services. Finally, a practical application detailing how a community-based aging program is created, implemented, and sustained will be presented.

Discussion topics: The impact of complex chronic disease on the American health care delivery system, integration of medical and social supports, innovative models of care, creating palliative environments to improve health outcomes and reach underserved populations, Covid-19 disruptions, and innovations, The Older Americans Act, the role of Area Agencies on Aging, Medicaid long term services and supports, the non-profit network with emphasis on long term care and the continuum of care and the Aging Network Continuum of Services.

Workshops: Individual project development, identify a problem facing the aging community, formulate a needs assessment and create a program that meets this need. Discuss program implementation, evaluation and sustainability of this community-based program.

Individual project mentoring: Problem and goal identification of community-based needs including a needs assessment for services and advocacy; presentation and report writing.

5. Research to Shape Policy, Organizations, and Training Concentration

Frederick J. Wertz, PhD, Michael Lepore, PhD, and Mary Beth Morrissey, PhD, MPH, JD

- Methodological pluralism
- Reflective Practice
- Phenomenology
- Community-based: Participatory Action Research

The Research Methods concentration provides students with the knowledge and skills necessary to conduct research relevant to workforce development in the delivery of palliative care services for older adults in the community and institutional settings. Knowledge includes a critical understanding of the historical development and diversity of research methods with a specific focus on scientific approaches to solving practical problems in the areas of health, social life, and spirituality. Through original readings, discussions, workshops, mentoring, and individual projects, students focus on: the development and assessment of research instruments such as questionnaires, surveys, and interview guides; the diversity of research designs, including experiment, correlation, case study, phenomenology, critical incident technique, participatory action research, and mixed methods; data collection utilizing measurement, interviews, focus groups, naturalistic observation, and key documents; quantitative and qualitative data analysis; strategies of reporting and presentation suited to diverse goals and audiences; translation of research to practice; and ethical considerations for the protection of human participants.

Discussion topics: History and philosophy of science, pluralism of research methods and designs, problems bridging knowledge and practice, integrating multiple methods, and ethical challenges.

Workshops: Topic, problem, and goal identification; instrument development; ethnographic community access; interviewing skills, focus group techniques; phenomenological data analysis.

Individual project mentoring: Formulating research proposal; specifying a research question; designing the specific study; gaining access to study sites and participants; data collection and analysis; report writing and presentation.