

Two Palliative Care & Spiritual Care Online Certificate Courses

for All Members of the Interdisciplinary Health Care Team

- **Fundamentals of Spiritual Care in Palliative Care**
- **Advanced Practice Spiritual Care in Palliative Care**

OFFERED BY

Professional Education Leader

**HealthCare
Chaplaincy
Network™**

Delivering quality spiritual care to palliative care patients requires both the chaplain as the specialist and involvement by the other members of the interdisciplinary team as spiritual care generalists.

The hundreds of health care professionals (chaplains, nurses, social workers, physicians, and others) who have completed these courses say that as a result they have significantly enhanced their knowledge and skills to deliver spiritual care in palliative care settings.

Each course is faculty instructor-facilitated. Students who successfully complete the course receive a certificate of completion. (See page 5 for explanation of the difference between Certificate and Certification.)

HealthCare Chaplaincy Network™

CREDENTIALS

HealthCare Chaplaincy Network™ is a global health care nonprofit organization founded in 1961 that offers spiritual-related information and resources, and professional chaplaincy services in hospitals, other health care settings, and online. Its mission is to advance the integration of spiritual care in health care through clinical practice, research and education in order to improve patient experience and satisfaction and to help people faced with illness and grief find comfort and meaning—whoever they are, whatever they believe, wherever they are. For more information, visit www.healthcarechaplaincy.org

ONLINE CERTIFICATE COURSE 1

Fundamentals of Spiritual Care in Palliative Care

This course is for chaplains, nurses, social workers, physicians and others on the interdisciplinary health care team who wish to improve their delivery of spiritual care in health care.

LEARNING OBJECTIVES:

- Demonstrate a working knowledge of ethical and legal issues in palliative care.
- Foster and enhance interprofessional and team relationships within all levels of the organization.
- Incorporate awareness of, and respect for, professional boundaries when providing spiritual care.
- Incorporate family systems theory in the practice of palliative care on a team, patient/family, and institutional level.
- Articulate important spiritual, existential and emotional concepts for patients and families in palliative care, including faith, hope, forgiveness, meaninglessness and remorse.
- Identify how psychology and social meaning overlap in spirituality research.

COURSE OUTLINE

Consists of nine modules and taught by HealthCare Chaplaincy Network expert faculty:

1. History and Philosophy of Palliative Care
2. Spiritual, Existential and Emotional Issues
3. Family Systems and Group Facilitation
4. Ethics and Common Palliative Care Issues
5. Social and Cultural Influences on Palliative Care
6. Chaplain Leadership as Mentorship
7. Ethics/Critical Reasoning Using Cases
8. Professional Wellness While Working in Palliative Care
9. Palliative Care: Science and Religion Together Again

COURSE AUTHORS

BETTY FERRELL, RN, Ph.D., FAAN. Professor and Research Scientist at the City of Hope National Medical Center

CHRISTINA PUCHALSKI, M.D., Director of GWish, Professor, Departments Medicine and Health Sciences, George Washington University School of Medicine

GARY E. MYERS, M.DIV., PH.D., former Deputy Director, Continuing and Professional studies at HealthCare Chaplaincy Network

SHIRLEY OTIS-GREEN, MSW, LCSW, ACSW, OSW-C, Senior Research Specialist Division of Nursing Research and Education. Department. of Population Sciences City of Hope National Medical Center

THE REV. SUE WINTZ, BCC, HealthCare Chaplaincy Network Director, Professional & Community Education, Past President, Association of Professional Chaplains

THE REV. GEORGE HANDZO, BCC, CSSBB, HealthCare Chaplaincy Network, Director, Health Services Research and Quality, Past President, Association of Professional Chaplains

RABBI NATHAN GOLDBERG, BCC, M.S., ACPE Supervisor, Mount Sinai Health System

MARTHA RUTLAND, D. MIN., BCC, ACPE, Director of Clinical Pastoral Education at VITAS Innovative Hospice Care

LINDA L. EMANUEL, M.D., PH.D, Director, Buehler Center on Aging, Health & Society-Institute for Public Health and Medicine Northwestern University

COURSE PREREQUISITE:

Must have computing skills sufficient to complete graduate work online.

www.healthcarechlaincy.org/palliativecare

If you have questions, email comm@healthcarechlaincy.org with your email address and phone number with "Fundamentals Palliative Care Online Course in Subject line" in Subject line.

ONLINE CERTIFICATE COURSE 2

Advanced Practice Spiritual Care in Palliative Care

THIS COURSE IS FOR:

- Health care professionals who have completed the Fundamentals course who want to build upon that knowledge base and continue to develop their skills to improve patient outcomes
- Board certified chaplains wishing to enhance preparation for a specialty palliative certification from a certifying organization
- Chaplaincy/pastoral care department directors who meet the course requirements and desire to build upon the expertise and contributions of the palliative care team

LEARNING OBJECTIVES:

- Integrate knowledge of palliative care into contributions to the plan of care
- Distinguish and demonstrate application of ways in which chaplains assist patients and families, in partnership with the team, in identifying the benefits and burdens of specific medical interventions
- Demonstrate and apply expertise in palliative care communication skills to assist in goal clarification in patient/family meetings
- Through spiritual assessment, define, document, formulate goals, interventions, and plans that can be articulated clearly in each palliative care situation, applied appropriately, and modified based on changes in the status of patient or situation

STUDENT PRAISE FOR THE FUNDAMENTALS COURSE

"It was flexible for my schedule, it was affordable, and the credential is respected professionally."

– Carl Magruder

"It was fabulous. It was fabulous doing it, it's fabulous now, I find it helpful in my work."

– Arthur Rosenberg

"I reviewed a lot of things I already knew, but I did so in the context of engaging other chaplains all over the country."

– Chuck Butler



- Utilize QI data to refine palliative care programs and services specific to chaplaincy
- Identify, recommend, and integrate diversity concepts, needs, and interventions into patient/family care plans
- Analyze the needs and construct assessments and interventions specific to marginalized patient populations
- Identify and execute best practices for incorporating chaplaincy assessment and documentation planning/continuity of care

COURSE OUTLINE

The program is comprised of the following seven individual modules and will be taught by HealthCare Chaplaincy Network faculty.

1. Ethics
2. The Patient and Family Conference
3. Spiritual Assessment and Documentation
4. Continuous Quality Improvement
5. Applying Cultural Competence and Inclusion
6. A Mile in Their Shoes: Replacing Judgment with Dignity
7. Continuity of Care

COURSE AUTHORS

THE REV. SUE WINTZ, BCC, Director, Professional and Community Education, HealthCare Chaplaincy Network, Past President, Association of Professional Chaplains

KATHY BRANDT, M.S., Principal, the kb group, LLC, former Executive Director, Mary J. Labyak Institute for Innovation, Senior VP, Office of Innovation at the National Hospice and Palliative Care Organization

COURSE PREREQUISITE:

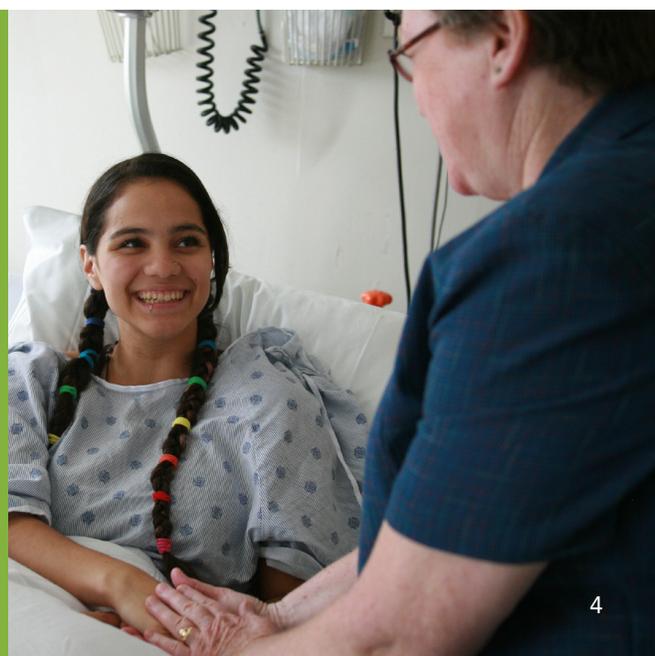
- Must have computing skills sufficient to complete graduate work online
 - Successfully completed the Fundamentals course
- OR
- At least one year's experience working in any discipline in palliative care

STUDENT PRAISE FOR THE ADVANCED COURSE

“This is another outstanding course with excellent resources and rich discussion. I highly recommend this course to professionals who wish to expand their spiritual care and palliative care practice.”

“I really enjoyed the opportunity to get new tools in regards to documentation as well as assessing patients and conversation starters.

— Lyndall Probst



DETAILS FOR BOTH COURSES

These courses allow students to complete the coursework at their own pace and in their own time (approximately 10-12 hours/week), and includes activities designed to enhance learning through online discussion, interactive case study, application of knowledge in virtual contexts, and scholarly exchanges with fellow students in an online community. Students are expected to complete one module a week, and provide feedback in the form of an evaluation at the end of the course.

Cohort Structure

Each cohort for each course consists of approximately 30 students. To enhance the learning community, the students are divided into discussion groups. This is where students' work will be done by entering into discussion with colleagues about the course content, engaging others in their responses to the learning activities and any other additional topics that enhance the learning goals of the module.

The Collaborative Model of Learning

Each course is based on a collaborative model of learning, which is a community where "all learn and all teach." In order to create the most effective and collaborative learning environment, it is strongly recommended that students post their responses to the learning activities and their group members' posts early and progressively throughout the week and not wait until its last days. Waiting decreases the opportunity for learners to interact with each other and reduces the opportunity to share and gain wisdom and insight.

Role of Faculty

Each course cohort is facilitated by an expert faculty-instructor provided by HealthCare Chaplaincy Network. In a collaborative learning course, *it is important to understand that the role of the instructor is not to teach the course as you may have experienced in a workshop or an in-person academic setting.* The instructor reads every post, monitors and contributes to discussions on occasion, and answers specific questions about course content or that arise and are not answered through participant collaboration. The faculty is committed to responding to your questions and needs in a timely manner, and so do not hesitate to contact your instructor.

Important Clarification—Certificate Vs Certification

- A certificate course provides training on specialized topics for which students can receive a Certificate of Completion after successfully completing the course and passing an assessment. These courses may help prepare for certification, but do not provide a credential and should not to be confused with certification.
- Professional certification is the process by which a non-governmental entity, such as one's membership organization, grants a time-limited recognition and use of a credential to an individual after verifying that he or she has met a set of predetermined and standardized criteria.