

MDSC 535
Psychosocial Oncology

Instructors:

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Office Hours/Policy on Answering Student Emails

Office hours are by appointment. All course communication must occur through your @ucalgary email, and emails will be answered as soon as possible, generally within 48 hours.

Time and Location:

Every Wed. from Sep. 8 to Dec. 8, 2021, 12:30 to 3:15 PM in room G744

Prerequisite/Co-Requisite:

Consent of the instructor.

Course Description:

Psychosocial Oncology focuses on developing the understanding in health care practitioners of the central concepts related to caring for cancer patients and their families.

Overarching Theme

Psychosocial Oncology is course offered to graduate students and to advanced undergraduate students who are either enrolled in an Honours program or have a record of high academic achievement. The course is recognized by the Cumming School of Medicine and the Department of Psychology, and Faculties of Social Work and Nursing.

Psychosocial Oncology is the study of the psychosocial ramifications of cancer for patients and their families. Its foundations include the basic assumption that psychosocial sequelae are an integral part of the disease process for cancer patients and those who support them. The course will look at possible causes of psychosocial problems in cancer patients and families (biological, psychological, and social), and also at how patients and families are helped through the difficult transitions resulting from a cancer diagnosis, treatment, recurrent disease, and end of life care. The course is seminar-based and will consist in a series of presentations by various experts in the field. Each presentation will be accompanied by a reading list.

Global Objectives

As much as possible, the course will encourage:

- critical and creative thinking
- effective oral and written communication
- the analysis of problems, the growth of insight and intuition in understanding psychosocial problems associated with cancer
- the acquisition of more advanced knowledge leading to the emergence of research ideas and to the development of interpretive, assessment, and treatment skills for active practitioners.

Learning Objectives

By the end of this course, students will be able to:

1. understand basic concepts in psychosocial oncology
2. understand the impact of cancer from the patient, family, or caregiver perspective throughout the trajectory of the disease
3. formulate research hypotheses on the basis of detailed reviews of the literature
4. discuss knowledge and interventions that help patients, families, and caregivers who experience emotional distress
5. understand the role of multidisciplinary interventions in working with cancer patients and their families

Learning Resources

There is no specific textbook required. A list of **required and recommended readings** for each lecture will be posted on **Brightspace by Desire2Learn** (D2L). All readings (often journal articles) will be available via the U of C library electronic journal access. Students will be responsible for accessing and/or obtaining the reading materials before the lecture. If not otherwise accessible, readings will be distributed by the instructor(s) the week before the lecture.

The University of Calgary policy of acceptable use of material protected by copyright will be duly followed

A Note regarding readings

Required readings have been chosen carefully to inform you and enhance the lecture material. **Students are REQUIRED to complete assigned readings BEFORE each lecture.** Instructors will proceed in class on the assumption that students have read completely the assigned readings. Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material.

Learning Technology Requirements

Brightspace (by D2L) is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that they receive all posted communications and documents and that they receive emails sent by instructors or fellow students through D2L.** Only your @ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

In order to successfully engage in learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection

Most current laptops will have a built-in webcam, speaker and microphone.

A laptop, desktop, tablet or mobile device is required for D2L access. If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: <http://elearn.ucalgary.ca/d2l-student/>.

Evaluation

The University policy on grading and related matters is described in section F of the Fall 2021-2022

Calendar. In determining the overall grade in the course, the following weights will be used:

Assessment Methods	Description	Weight %	Due Date <u>and</u> Time
Mid-term #1	<p>Take home written exam, one week to complete. Submit the exam in the appropriate D2L dropbox.</p> <p>The course learning outcomes addressed by this assignment are as follows:</p> <ol style="list-style-type: none"> 1. understand basic concepts in psychosocial oncology 1. understand the impact of cancer from the patient, family, or caregiver perspective throughout the trajectory of the disease 3. Understand the role of multidisciplinary interventions in working with cancer patients and their families 	30%	Given Oct 6, Due Oct 13 at 12:40 PM
Mid-term #2	<p>Take home written exam, one week to complete. Submit the exam in the appropriate D2L dropbox.</p> <p>The course learning outcomes addressed by this assignment are as follows:</p> <ol style="list-style-type: none"> 1. understand basic concepts in psychosocial oncology 2. understand the impact of cancer from the patient, 	30%	Given Nov 3, Due Nov 17 at 12:40 PM

	<p>family, or caregiver perspective throughout the trajectory of the disease</p> <p>3. Understand the role of multidisciplinary interventions in working with cancer patients and their families</p>		
Term paper	<p>15- page academic paper (usually in APA style) on a subject of the student's choice. Discuss the subject with the instructor prior to writing to assure that the subject is appropriate in the context of the course. Submit the paper in the appropriate D2L dropbox.</p> <p>The course learning outcomes addressed by this assignment are as follows:</p> <ol style="list-style-type: none"> 1. Formulate research hypotheses on the basis of detailed reviews of the literature (when applicable) 2. Discuss knowledge and interventions that help patients, families, and caregivers who experience emotional distress 	30%	Due Nov 24
Final assignment	<p>Take home written assignment. Students will be required to answer 1 of 3 or more questions - no more than 5 double-spaced pages. Questions will come from the last 3 lectures and assigned readings. Submit the assignment in the appropriate D2L dropbox.</p> <p>The course learning outcomes addressed by this assignment are as follows:</p> <ol style="list-style-type: none"> 1. understand basic concepts in psychosocial oncology 2. understand the impact of cancer from the patient, family, or caregiver perspective throughout the trajectory of the disease 	10%	<p>Given on December 8 (last day of class is December 9)</p> <p>Due on Friday December 10 at 12:40 PM</p>

	3. Understand the role of multidisciplinary interventions in working with cancer patients and their families		
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The specifics of the evaluation of the assignments listed above will be provided in rubrics that will be handed out early in the course and discussed in class.

A Note regarding Writing Assignments:

Writing skills are important to academic study in all disciplines. In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2021-22 Calendar), writing is emphasized, and the grading thereof in determining a student's mark in this course. The Bachelor of Health Sciences values excellence in writing. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs and broader arguments, as well as skills with the mechanics of writing (grammar, spelling, punctuation). Sources used in research papers must be properly documented. The University of Calgary offers a number of instructional services through the Students' Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

EXPECTATIONS FOR WRITING:

Take home exams consist in answering 2 questions in a maximum of 6 double-spaced pages, with 1-inch margins, and the font should be Times New Roman 12 point. No referencing is required on the mid-term exams. The term paper should be 15 to 20 pages long, double-spaced, with 1-inch margins, and Times New Roman 12 point font. Referencing within the text and in the Reference section should be in APA style. If the student wishes to use a different style, please discuss with the instructor. Further instructions will be given in class and posted on D2L.

Grading Scheme:

Letter Grade	Description	Percentage
A+	Outstanding performance	96-100
A	Excellent performance	90-95
A-	Approaching excellent performance	85-89
B+	Exceeding good performance	80-84
B	Good performance	75-79
B-	Approaching good performance	70-74
C+	Exceeding satisfactory performance	65-69
C	Satisfactory performance	60-64
C-	Approaching satisfactory performance	57-59
D+	Marginal pass	54-56
D	Minimal pass	50-53
F	Did not meet course requirements	0-49

Missed Components of Term Work:

Students will lose 5% per day late past the deadline for all assignments, including weekends.

Assignments will **NOT** be accepted more than 72 hours after the posted deadline and students failing to submit any assignment within this time frame will receive a mark of zero. **Students who miss an assignment will receive a mark of zero unless the instructor has been previously notified. There will be NO exceptions to this policy.**

It is the agreement of all Faculty involved in MDSC 535 that **extensions will NOT be granted** on any assignment or quizzes. The only exceptions to this are those in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with supporting documentation. Please note that while absences are permitted for religious reasons, students are responsible for providing advance notice and adhering to other guidelines on this matter, as outlined in the University Calendar (<https://www.ucalgary.ca/pubs/calendar/current/e-4.html>)

MDSC 535/635 tentative lecture schedule 2021

<u>Lecture</u>	<u>Date</u>	<u>Instructor</u>	<u>Topic</u>
1	8-Sep	Barry Bultz, Guy Pelletier, Fiona Schulte	Introduction to Psychosocial oncology and Overview
2	15-Sep	Tavis Campbell	Psychobiological aspects of cancer
3	22-Sep	Guy Pelletier	Developmental issues and family dynamics in adults with cancer
4	29-Sep	Linda Carlson	Psychosocial aspects of complementary and alternative therapies in Cancer
	06-Oct		First Mid-term take home exam given
	06-Oct		Students to consider a final paper topic and discuss it with the facilitator if not yet done
5	06-Oct	Sara Beattie	Psychosocial challenges of caregivers of cancer patients
	06-Oct	Barry Bultz	Screening for distress in cancer treatment environments
	13-Oct		First Mid-term take home exam due
6	13-Oct	Kyle Anstey	Ethics and Informed Decision-Making in Oncology
	13-Oct	Andrea Feldstain	Medical assistance in dying (MAiD): implications for psychosocial oncology
7	20-Oct	Guy Pelletier	Cognition and cancer
	20-Oct	Debra Carnat	Trauma and Cancer
8	27-Oct	Manny Ester (Nicole Culos-Reed lab)	Exercise and cancer
9	3-Nov	Debra Allatt and guest lecturers	Social disparities and cancer; Indigenous considerations in cancer diagnosis and treatment
	3-Nov	MDSC 635	Student presentation (last 50 mins)
	3-Nov		Second mid-term given
	10-Nov	Term break	No Classes
10	17-Nov	Lauren Walker	Sexuality and cancer. Will be taught on Zoom.
	17-Nov	Steve Simpson	Psychopharmacology for psychosocial oncologists
	17-Nov		Second mid-term due

11	24-Nov	Wendy Pelletier and Fiona Schulte	Pediatric Oncology and young adults and cancer
	24-Nov	Fiona Schulte	Young adults and cancer
	24-Nov		Term paper due
12	01-Dec	Lyle Galloway	Psychosocial aspects of palliative and end of life care
	01-Dec	Shane Sinclair	Spiritual care and cancer
13	8-Dec	Celestina Martopullo	Psychotherapeutic issues in Psycho-Oncology
	8-Dec		Final assignment given, due on Friday Dec 10 in D2L dropbox no later than 11:59 PM

Course Evaluations and Student Feedback

Student feedback will be sought at the end of the course through the Universal Student Rating of Instruction (USRI) and a qualitative student evaluation. Students are welcome to discuss the process and content of the course at any time with the instructor. Students may also address any concerns they may have with Dr. Ebba Kurz, Associate Dean (Undergraduate Health and Science Education) in the Cumming School of Medicine (kurz@ucalgary.ca).

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a 'live' video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as the Code of Conduct). When entering Zoom or other video conferencing sessions, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities.

Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies. If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity (where available). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (such as for group work, presentations, etc).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a

session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only.

Attendance

Because enrollment in the course is limited to a small number of participants (10 to 12) and because the course is given in a seminar form, students are expected to attend regularly and to participate in class discussions. 'Cherry picking' lectures according to interest is strongly discouraged, as selective attendance affects the overall atmosphere and functioning of the group.

Conduct During Lectures

The classroom should be respected as a safe place to share ideas without judgement - a community in which we can all learn from one another. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

As members of the University community, students, employees and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at <https://www.ucalgary.ca/policies/forms/title>.

Students are expected to take notes during class and should not rely solely on material supplied by the instructors.

Use of Internet and Electronic Communication Devices in Class

The Bachelor of Health Sciences program aims to create a supportive and respectful learning environment for all students. The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. However, research studies have found that inappropriate/off-topic use of electronic devices in the classroom negatively affects the learning of others during class time.

Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf>.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Copyright

All students are required to reach the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

Instructor Intellectual Property

Course materials created by instructors (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may **NOT** be reproduced, redistributed or copied without the explicit consent of the professor. **The posting of course materials to third-party websites such as note-sharing sites without permission is prohibited.** Sharing of extracts of these course materials with other students enrolled in the course **at the same time** may be allowed under fair dealing.

Academic Accommodations

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>). SAS will process the request and issue letters of accommodations to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to Dr. Ebba Kurz (kurz@ucalgary.ca), Associate Dean (Undergraduate Health and Science Education).

Academic Misconduct

The University of Calgary is committed to the highest standards of academic integrity and honesty. The University of Calgary has created rules to govern all its members regarding the creation of knowledge and the demonstration of knowledge having been learned.

Academic Misconduct refers to student behaviour that compromises proper assessment of a student's academic activities and includes (but is not limited to): cheating, fabrication, falsification, plagiarism, unauthorized assistance, failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses, and failure to comply with exam regulations applied by the Registrar. **It also includes using of third-party websites/services to access past/current course material, essay/assignment writing services, or real-time assistance in completing assessments, seeking answers to assessment questions and similar, whether paid, bartered or unpaid.**

For information of the Student Academic Misconduct Policy and Procedures, please visit:
<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>
<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Additional information is available on the Academic Integrity website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

Recording of Lectures

Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

Freedom of Information and Protection of Privacy Act

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Appeals

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and may contact the Student Ombuds' Office (<http://www.ucalgary.ca/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct. Students should be aware that concerns about graded term work may only be initiated **within 10 business days** of first being notified of the grade. <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

Resources for Support of Student Learning, Success, Safety and Wellness

Student Success Centre	http://www.ucalgary.ca/ssc/
Student Wellness Centre	http://www.ucalgary.ca/wellnesscentre/
Distress Centre	http://www.distresscentre.com/
Library Resources	http://library.ucalgary.ca

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (<https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Ombuds' Office

The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca

BHSc Student Faculty Liaison Committee (SFLC)

The BHSc SFLC, with elected representatives from all majors, serves to raise issues of interest to BHSc students to the program administration, including items pertaining to curriculum, scheduling and events. A list of current representatives can be found on the BHSc website.

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; the SU representatives for the Cumming School of Medicine can be reached at medrep1@su.ucalgary.ca or medrep2@su.ucalgary.ca.

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>

Emergency Evacuation/Assembly Points

As part of the University of Calgary Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area. For more information, see <https://www.ucalgary.ca/emergencyplan/building-evacuation/assembly-points>

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.