

Department: Communication Disorders**Course No. UI 505****Revision: ___ New: X___****Title of Course: Health-Related Quality of Life across Life Span****I. Description and Credit Hours of Course****Catalog Course Description (including prerequisites and credit hour)**

A critical exploration of “Quality of Life” or overall well-being related to health conditions among pediatric, adult, and geriatric populations across the life span

Senior standing or completion of a 300-level University Studies Requirement (3)

Course Content

The concept of “quality of life” has a growing recognition, as it is one of the key measures of the outcome of healthcare interventions. It also permeates well-being of individuals, communities, and nation. This course focuses on the critical exploration of various dimensions of quality of life pertaining to health issues faced by individuals across the life span. Given that health seems to be an important component and contributor of well-being, the roles of interdisciplinary team members in enhancing quality of life are emphasized. Myriad factors such as morbidity, pain, cognitive functioning, sensory and motor performance, communicative abilities, respiration, nutrition, and psychosocial aspects contribute to determination of quality of life. This course intends to analyze the perspectives of various allied health professions in collaborative pursuits to identify ethical and evidence-based management options for individuals with diverse healthcare needs. Some of the professions involved in dealing with quality of life include general medicine, speech-language pathology, health performance, physical therapy, nursing, occupational therapy, social work, dentistry, dietetics, etc. Each of these professions brings forth an understanding of management options to enhance quality of life in target populations (e.g., pediatric, adult, and geriatric) coping with various conditions. The course also addresses formulation of various types of clinical pathways by drawing on select discipline-based solutions from course participants with diverse training backgrounds.

Nature of Course

The course is intended to provide students with an in-depth understanding of the essence of quality of life in individuals with diverse healthcare and physical needs. By using a variety of instructional techniques and resources, the course guides the students to locate and gather evidence from their respective disciplines and other related domains to identify the challenges posed by health-related conditions. The students are required to perform a critical and reflective analysis of physical, psychosocial, economic, personal, and health-related factors to seek solutions to the challenges in management of such individuals. Inclusion of case-based learning along with extensive review of literature is employed to foster integration of multiple perspectives on protocols measuring quality of life. An individualized oral presentation is required of students to disseminate such information. Simulated clinical conferences are

designed to allow the student groups to discuss the cases collaboratively, and identify specific pathways of management while examining the guidelines of evidence-based practice and ethical principles. Videotapes of clients representing various conditions are used to enhance students' observation of problem areas in assessment and to seek solutions toward effective management. Each course module ends with a scenario in case management in a grand rounds format to help integrate specific disciplinary perspectives. Students are required to work in groups to participate in problem solving and offer evidence-based solutions to improve quality of life of case scenarios. Written assignments include brief response reports, an independent research paper, and a final comprehensive essay that speak to the student's ability to integrate the depth and breadth of interdisciplinary knowledge related to issues impacting quality of life.

II. Interdisciplinary Nature of the Course

The course offers various dimensions pertaining to quality of life that are of interest to students representing diverse professions such as communication disorders, sociology, psychology, nursing, health economics, human biology, gerontology, child development and education, and other health-related professions. Students completing this course are expected to demonstrate competency in understanding and enhancing the human experience in the domain of quality of life. The course emphasizes perspectives on individual expressions related to quality of life that permeates behavioral systems, living systems, and social systems. The interdisciplinary nature of the course is further endorsed by incorporating the philosophies on quality of life from various disciplinary perspectives. Students representing different majors are required to apply foundation knowledge from their own disciplines to merge health-related information from contributing professions to propose solutions. Students can apply content, methods from their own, and other related disciplines to propose solutions to the prevailing issues that deter quality of life. The interdisciplinary nature of the course is also highlighted in various course assignments. Students are expected to demonstrate appropriate and effective oral communication skills with group participants in a clinical grand rounds format and simulated case conferences. They are also required to write critical response reports and complete an independent research paper that reflects additional inquiries and diverse approaches to problem solving. It is anticipated that that the entire range of learning may culminate in a capstone experience in which students are required to identify a case presentation from the grand rounds (a series of real-world case studies on video) and integrate the content into their oral presentation and final research reports. During this process, students are expected to demonstrate appropriate integration of breadth and diversity of knowledge from various disciplines that apply to the course assignments.

III. Prerequisite(s): Senior standing or completion of a 300-level University Studies Requirement (3)

IV. Purpose or Objectives of the Course

1. The student will demonstrate the ability to: a) locate and gather information on quality of life in a particular disease/ a physical condition; b) analyze and synthesize the input into a coherent

and reasonable scientific interpretation; and c) report the findings in a communicable form through oral and written assignments. The student will provide substantial clinical examples from various resources including journal articles, professional websites, and scholarly books. **(University Study Objectives 1, 2, and 3)**

2. The student will demonstrate the ability to think critically, reason, and interpret information during classroom discussions based on assigned topics/modules. The student will respond using both written and oral modes that will reflect satisfactory and appropriate critical thinking skills. **(University Study Objective 2)**

3. The student will demonstrate effective communication skills by submitting both written and oral assignments. The written assignments comprise developing a research paper, writing brief response papers, and taking a comprehensive final examination. Regarding oral assignments, students will demonstrate participation in formal oral presentation and class discussions, and reflecting on various facets of quality of life by making appropriate contributions. Each of the assignments will require the student to demonstrate appropriate breadth and depth of information from various resources. The synthesis of such information will reflect personal and collective educational experiences. **(University Study Objectives 3 and 5)**

4. The student will demonstrate an understanding of human experiences resulting from a diverse representation including but not limited to health-related and physical conditions, disorders, diseases, age groups of clients, and management options. The student will also discuss the impact of client's health condition on professionals' judgments of service delivery to enhance the quality of life. **(University Study Objective 4)**

5. The student will demonstrate the ability to integrate the breadth and diversity of knowledge from lectures, class discussions, and assigned readings to make informed and valued decisions about quality of life. Each of these information sources will lead to an understanding of ethic-based notions to assess and enhance quality of life. The student will be required to conceptualize health, welfare, and preferences of individuals that will lead to a more feasible way of evaluating management outcomes. **(University Study Objectives 6 and 7)**

6. The student will demonstrate the ability to formulate and integrate responses that reflect sensitivity to preserving an individual's dignity pertaining to quality of life and healthcare needs based on presented case studies. Through understanding of their roles and responsibilities as future professionals in the health care industry, students should be able to develop a sense of appropriate advocacy for individuals who face quality of life issues. **(University Study Objectives: 8 and 9; Not emphasized)**

V. Expectations of Students

1. The student will be expected to attend class regularly, participate in class discussions, read all assigned materials, and complete all written and oral assignments in a timely manner. An understanding of the course content should be demonstrated on examinations and/short response papers (not exceed two double-spaced pages) and prove competency in seeking and sharing information.
2. The student is required to write a substantial and well-conceived research paper (around 2000 words), which should be typed and double-spaced. Topics will be selected from an assigned list and approved by the instructor. The students should be able to cite a

minimum of ten primary and five secondary references along with proper documentation according to the APA style.

3. **The student is required to participate in formal class (group) discussions that will follow assigned readings, video clips, and case studies. Problem-based group activities are provided to foster collaborative problem-solving and sharing of knowledge and experience in class. Brief oral and written responses from the group members are graded for class participation points.**
4. The student is required to submit an oral presentation in PowerPoint format (12-20 slides plus a reference list). The topic of the presentation will be selected and then approved in consultation with the instructor. The presentation must include an overview of the approach pertaining to quality of life as well as a discussion of the efficacy of the approach as evident in the cited literature. Appropriate documentation is required and must include a minimum of 10 sources including scholarly journals, books, or peer-reviewed online sources.
5. The student is required to write an essay during a comprehensive final examination. The student will be provided 2 hours to compose a summative essay to discuss the challenges affecting quality of life in a case description and discuss the roles of professional team members in assessing and seeking solutions to enhance quality of life. The essay should integrate from multiple perspectives.

Graduate Students Expectations

In addition to completing each of the course expectations, graduate students are required to write a substantial and well-conceived prospective research proposal (around 3500 words) and present the proposal to the class. The proposal should include an introduction, a problem statement, hypotheses, pertinent research questions, significance of the study, review of literature, methodology, limitations, and delimitations.

VI. Course Outline

Total Class Hours: 45

Module 1	(10 hours)
Introduction to Quality of Life (QOL)	
Definitions and key concepts	
Dimensions and controversial issues	
Implications of QOL	
Factors affecting QOL	
Physical/health conditions	
Cognitive well-being	
Social environment and needs	
Financial and living conditions	
Spiritual well-being	
Personal preferences and literacy	
Concepts of Health	
Pragmatic views of health	

Health-related conditions in pediatric populations
Health-related conditions in adult/adolescent populations
Health-related conditions in geriatric populations
Case studies

Assigned readings

University Study Objectives: 1, 2, 3, 4, 5, 6, 7

Module 2

(15 hours)

Role of Allied Health professionals in determining QOL
Primary health-care providers (e.g., Physician, Nurse/Family practitioner, Pediatrician)
Physicians representing different specialties (e.g., Radiologist, Oncologist, Gastroenterologist)
Therapists (e.g., Physical therapist, Speech-language pathologist, Occupational therapist)
Other Health-care professionals (e.g., Social worker, Psychologist, Dentist, Dietician, Rehabilitation counselor)
Other significant persons (e.g., Financial advisor, Family, Clergy)

Interdisciplinary collaborations in management of health-related QOL in different populations
Pediatric populations with various disorders
Adolescent/adult populations with various disorders
Geriatric populations with various disorders
Persons coping with acute medical and physical conditions
Persons with chronic conditions and diseases

Case studies

Assigned readings

University Study Objectives: 1, 2, 3, 4, 5, 6, 7

Module 3

(10 hours)

Protocols assessing health-related quality of life
Questionnaires/surveys collecting demographic information
Questionnaires seeking client and caregiver-based information and needs
Assessments by professionals
Clinical validity and reliability of QOL protocols

Management of QOL

Direct service-delivery by professionals
Utilization of supportive services

Resolution of QOL with palliative care
Relationships between clinical care, clinical outcome measurements, and patient satisfaction

Case studies

Assigned readings

University Study Objectives: 1, 2, 3, 4, 5, 6, 7

Module 4 (10 hours)

Critical appraisal of QOL in global society
Personal factors and values related to QOL
Social and cultural factors affecting QOL
Political and geographical contributing to QOL
Health-based literacy and its influence on QOL

Case studies

Assigned readings:

University Study Objectives: 1, 2, 3, 8, 9

VII. Textbook(s) and Course Materials

Recommended text

Phillips, D. (2006). *Quality of Life: Concept, Policy, and Practice*. CA: Routledge Publishers.

Additional text on reserve

Rapley, M. (2003). *Quality of Life Research: A Critical Introduction*. CA: Sage Publications.

Examples of suggested texts/articles

Bottomley, A. (2008). The journey of health-related quality of life assessments. *Lancet Oncology*, 9, 9, 906.

Denti, L., Agosti, M., & Franceschini, M. (2008). Outcome predictors of rehabilitation for

- first stroke in the elderly. *European Journal of Rehabilitation Medicine*, 44, 1, 3-11.
- Geels, L.M., Kieffer, J.M., Hoogstraten, J., & Prah-Andersen, B. (2008). Oral health-related quality of life of children with craniofacial conditions. *Cleft Palate and Craniofacial Journal*, 45, 5, 461-467.
- Grenthe, O.B., & Sunnerhagen, K.S. (2007). Functional and cognitive capacity and health-related quality of life 2 years after day hospital rehabilitation for stroke: A prospective study. *Journal of Stroke and Cerebrovascular Diseases*, 16, 5, 208-215.
- Herdman, M., Fox-Rushby, J., & Badia, X. (1997). Equivalence and the translation and adaptation of health-related quality of life questionnaires. *Quality of Life Research*, 6, 237-247.
- Hur, C., Wittenberg, E., Nishioka, N.S., & Gazella, G.S. (2006). Quality of life in patients with barrett's esophagus associated with health states. *Health Quality Life Outcomes*, 2, 40-45.
- Jensen, P.M., Saunders, R.L., Thierer, T., & Friedman, B. (2008). Factors associated with oral health-related quality of life in community-dwelling elderly persons with disabilities. *Journal of American Society*, 56, 4, 711-717.
- Livingston, M.H., & Rosenbaum, P.L. (2008). Adolescents with cerebral palsy: Stability in measurement of quality of life and health-related quality of life over 1 year. *Developmental Medical and Child Neurology*, 50, 9, 696-701.
- Kemler, G., Hozner, B., Kopp, M., Dunser, M., Greil, R., Hahn, E., & Sperner-Unterweger, B. (2002). Multidimensional scaling as a tool for analyzing quality of life data. *Quality of Life Research*, 11, 3, 223-233.
- Kuyken, W., Orley, J., Hudelson, P., & Sartorius, N. (1994). Quality of life assessment across cultures. *International Journal of Mental Health*, 23, 2, 5-27.
- Lundgren-Nilsson, A., Grimby, G., Ring, H., Tesio, L., Lawton, G., Slade, A. et al. (2005). Cross-cultural validity of functional independence measure items in stroke: A study using Rasch analysis. *Journal of Rehabilitation Medicine*, 37, 1, 23-31.
- Madden, S., Hopman, W.M., Bagg, S., Verner, J., & O'Callaghan, C.J. (2006). Functional status and health-related quality of life during inpatient stroke rehabilitation. *American Journal of Physical Medicine and Rehabilitation*, 85, 10, 831-838.
- Mah, J.K., Thannhauser, J.E., Kolski, H., & Dewey, D. (2008). Parental stress and quality of life in children with neuromuscular disease. *Pediatric Neurology*, 39, 2, 102-107.
- Maher, C.A., Olds, T., Williams, M.T., & Lane, A.E. (2008). Self-reported QOL in adolescents with cerebral palsy. *Physical Occupational Therapy in Pediatrics*, 28, 1, 41-57.
- Quittner, A.L., Modi, A., & Cruz, I. (2008). Systematic review of health-related quality of

life measures for children with respiratory conditions. *Pediatric Respiration Review*, 9, 3, 220-232.

Rudick, R.A., & Miller, D.M. (2008). Health-related quality of life in multiple sclerosis: Current evidence, measurement and effects of diverse severity and treatment. *CNS Drugs*, 22, 10, 827-839.

Sajid, M.S., Tonsi, A., & Baig, M.K. (2008). Health-related quality measurements. *International Journal of Health Care Quality Assurance*, 21, 4, 365-376.

Somerfield, M. (2001). Hazards of quality-of-life data for clinical decision making. *Journal of Clinical Oncology*, 19, 2, 594-595.

Upton, P., Lawford, J., & Eiser, C. (2008). Parent-child agreement across child health-related quality of life instruments: A review of the literature. *Quality of Life Research*, 17, 6, 895-913.

WHOQOL Group (1998). Development of the World Health Organization WHOQOL-BREF quality of life assessment. *Psychological Medicine*, 28, 551-558.

Zuydam, A.C., Lowe, D., Brown, J.S., Vaughn, E.D., & Rogers, S.N. (2005). Predictors of speech and swallowing functions following primary surgery for oral and oropharyngeal cancer. *Child Otolaryngology*, 30, 5, 428-437.

Examples of online resources

[AARP Guide to Medicare Coverage](#)
[Allied Health Code of Ethics](#)
[Alzheimer's Association](#)
 American Association of Respiratory Care
 American Association of Speech-Language-Hearing Association
 American Dental Association
 American Health Information Management Association
 American Society for Medical Technology
[Assisted Living INFO](#)
[Cancer Care](#)
[Caregiver: Information for family & professional caregivers](#)
[Children's Hospice International](#)
 Ethical Principles in Allied Health
 Ethics in the Patient's Values
[Family Caregiver Alliance](#)
[Homecare Directory](#)
[International Association for Hospice & Palliative Care](#)
[Mayo Clinic](#)
[National Cancer Institute](#)
[National Hospice & Palliative Care Organization](#)
[U.S. Department of Health & Human Services](#)
 World Health Organizatio

VIII. Basis of Student Evaluation:

- Brief response papers: 15%
- Group participation on various assigned topics (e.g., clinical grand rounds): 20%
- Independent research paper: 30%
- Oral presentation using PowerPoint: 20%
- Comprehensive final examination: 15%

Note: For graduate students, the written and oral presentations of the Graduate Research Proposal will comprise 25% of the entire grade.

Grading Policy:

100%--90%	A
89.9%--80%	B
79.9%--70%	C
Below 70%	F

Academic Honesty Policy

Students are expected to adhere to the Policy on Academic Honesty in the University Graduate Bulletin of Southeast Missouri State University. Please refer to <http://www6.semo.edu/judaffairs/code.html> for detailed information.

Students with Disabilities

Reasonable accommodations for students with disabilities may be arranged by contacting the instructor of this course on an individual basis.

The percentage for grades may vary at the discretion of the instructor and will be indicated at the beginning of each course.