What Gives Your Life Meaning?
A Young-Adult Focused Palliative Care Campaign
Disclosures

No financial relationships to disclose.
Overview

- Why focus on young adults?

- Contributions of health-care and non-related health care disciplines to palliative care

- Creating a WGYLM campaign for Young Adults
  - Marketing
  - Resource Fair and public art project
  - Integration into the classroom
  - Backward Design: Creating your own campaign
Why Focus on Young Adults?

Some surprising statistics
The number of children under the age of 18 who are caregivers is

A. 1 million
B. 6 million
C. 11 million
D. 14 million
The percentage of 18-25 year olds who are the caregivers for ill/infirm members of their family is

A. 5 %
B. 10%
C. 20%
D. 25%
What do you think?

How many students have experienced the death of a loved one or friend while in college?

A. 1 in 15
B. 1 in 10
C. 1 in 5
D. 1 in 3
What do you think

How many children live with a chronic illness?

A. 5%
B. 10%
C. 20%
D. 25%
How many children die each year of cancer?

A. ~500
B. ~1000
C. ~1500
D. ~2000
Young adults

• Have need for palliative care services themselves

• Have friends and family members who need palliative care services

• As caregivers, need support and resources

• Carry the message of palliative care back to their friends and families
Contributions of Health Care and Non-Health Care Disciplines to Palliative Care

Palliative Care Specialists:
• Who are they?
• Where are they practicing?
• What do they do?
Contributions of Health Care and Non-Health Care Disciplines to Palliative Care

Non-Health Care Disciplines

• **World languages:**
  - Courses designed for the professions – in this case for Health Care Professionals, including palliative care as one of the course modules.

• **Computer science:**
  - Research on palliative care and e-health: how to access and store data and codes (e.g., medical records).
  - Data collection for palliative care: focused on quality of life, symptom control, functionality, psychological and interpersonal concerns, and end-of-life planning.
Contributions of Health Care and Non-Health Care Disciplines to Palliative Care

• **Art:**
  o Healing through art to reduce pain and to enhance physical and mental health; helps find meaning in the illness. “Art for the heart, from the heart”:

• **Psychology:**
  o Psychology course on Caregiving Across the Lifespan
  o Research on young caregivers: “Adolescent grandchildren’s contributions to caregiving for grandparents with Alzheimer’s disease”
Backward Design: Begin at the end.
– Identify what you want your target group to
  • Know
  • Be Able to do (skills)
  • Value
– Brainstorm on specific actions to address each goal
– Weigh the feasibility (cost, time, resources)
Designing a WGYLM Campaign

• What do we want students to KNOW?
  – What is Palliative Care?
  – Why is Palliative Care Relevant for me?
  – Where do I get Palliative Care?
    • How do I talk to my health care provider about it?

• Develop an action plan to address the goals that are identified
  – The CSUSM “What Gives Your Life Meaning” Campaign
Designing a WGYLM Campaign

Resource Fair

- Whom to invite
  - Services
  - Organizations
  - Companies

- Where from
  - Local Community
  - County
Designing a WGYLM Campaign

- Resources for Students
  - Service learning
  - Internship opportunities

- Physical layout
  - Booth placement
  - Equipment
Designing a WGYLM Campaign

- Challenges
  - Following up invitations
  - Last minute cancellations
  - Weather considerations
  - Time conflicts with other event
Designing a WGYLM Campaign

Key Elements: Integrating WGYLM into a classroom

- Experiential Learning
  - “direct encounter with the phenomena being studied rather than merely thinking about the encounter, or only considering the possibility of doing something about it.” (Borzak, 1981, p. 9 quoted in Brookfield 1983).
  - “education that occurs as a direct participation in the events of life” (Houle, 1980, p. 221).
COMM 340 Interviewing Course: Learning as a Process

- Experience
- Observation
- Forming Abstract Concepts
- Testing New Situations
Designing a WGYLM Campaign

Key Elements: Public Art and Film
The Film: Finding Joe

- COMM 340 Student Preparation
  - Film Preview
  - Question Development

- Film Day
  - Ice Cream
  - Sharing Personal Experiences
  - Leading Discussion
Marketing your event - social media

- Facebook
- Instagram
- Twitter
- LinkedIn
- YouTube

What else does your audience use?
Designing a WGYLM Campaign

Marketing your event

– Campus / community / organization calendars
– Contact local TV, radio, print
– News Release
– Newsletters, website, blog post, email
– Onsite signage
– HR – involve your own organization
Identify what is most important:

• What do you want young people to know?

• What do you want young people to be able to do?

• What do you want young people to value?

Working backwards from the responses to these questions, identify the actions you will need to take to address them.

This will become the roots of your campaign efforts.
• Brainstorm: What are the things that are most important that young people know, be able to do, or value about palliative care?

• Select one response and think about two actions you could take in your health care environment to meet that goal.

• Report out to the larger group
If you are interested in learning more about WGYLM, contact Eileen Piersa
epiersa@csusm.edu

www.whatgivesyourlifemeaning.com