



Chaminade
University
OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](https://www.chaminade.edu/)

3140 Waiialae Avenue - Honolulu, HI 96816

Course Number: NUR 361

Course Title: Exploring Palliative Care

Department Name: Nursing

College/School/Division Name: School of Nursing and Health Professions

Term: Fall 2023

Course Credits: 3

Class Meeting Days: Tuesdays

Class Meeting Hours: 6:00 - 8:50 PM

Class Location: Henry 107

Instructor Name: Dan Weiss, DNP, RN, CHPN (Adjunct faculty; course coordinator & lead instructor)

Email: daniel.weiss@chaminade.edu

Phone: 808-445-3412 (cell)

Office Location: No office on campus (Adjunct faculty)

Office Hours: Tuesdays; 5:00 - 5:45 PM in Henry 107 or virtually by appointment

Instructor Website: N/A

Other Professional Contact Information: N/A

Instructor and Student Communication

Questions for this course can be emailed to the instructor at daniel.weiss@chaminade.edu using the Chaminade student email account provided. Demonstrate professionalism by including a subject line that properly summarizes the contents of the message. Proper salutation is appreciated. Online, in-person and phone conferences can be arranged. Response time will take place up to 48 hours on business days, responses may be delayed on weekends or holidays.

University Course Catalog Description

This course will provide a broad overview of fundamental palliative care concepts and practices and how interdisciplinary teams collaborate in caring for people with serious illness in a variety of settings. The course content will be based on the 8 palliative care domains in the National Consensus Project's Clinical Practice Guidelines for Quality Palliative Care.

Course Overview

NUR 361 is an elective, didactic course open to nursing and non-nursing majors, with no course prerequisites. It is the first in a sequence of five elective nursing courses that can lead to a minor in Palliative Care. A grade of "C" or better is required to pass this course.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

In NUR 361, we strive to provide you with a quality nursing education through the lens of the Marianist value of service, justice, and peace. The following attitudes, skills and knowledge related to social justice are expected in this course:

1. Demonstrate the professional standards of moral, ethical, and legal conduct.
2. Assume accountability for personal and professional behaviors.
3. Reflect on one's own beliefs and values as they relate to professional practice.
4. Communicate to the class one's personal bias on difficult healthcare decisions that impact one's ability to provide care.
5. Recognize the impact of attitudes, values, and expectations on the care of the very young, frail older adults, and other vulnerable populations.
6. Access interprofessional and intraprofessional resources to resolve ethical and other practice dilemmas.
7. Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohē pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school.

Course Learning Outcomes

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

1. Explain compassionate, safe, holistic client-centered palliative care that respects patient and family preferences for people living with serious illness
2. Apply leadership and communication skills to ensure quality, collaborative, and continuous care for patients living with serious illness
3. Integrate credible research with clinical expertise and patient preferences for optimal care of patients with serious illness
4. Utilize information and healthcare technologies to acquire knowledge and skills to provide safe palliative/hospice nursing care
5. Use structures recommended by regulatory agencies and resources/tools from palliative care organizations to assure quality and safety in palliative/hospice nursing care\

Program Learning Outcomes

Key progression in professional nurse practice: I= Introduced to the concept/skill D= Developing M= Mastered	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO#1 Utilize the nursing process to advocate for safe, holistic, patient-centered care across the lifespan, incorporating the Marianist value of service, justice, and peace	D				
PLO#2 Apply leadership and communication skills to ensure quality, collaborative and continuous patient care		D			
PLO#3 Integrate credible research with clinical expertise and patient preferences for optimal care across the lifespan			D		
PLO#4 Incorporate informatics and healthcare technologies into the practice of professional nursing.				D	
PLO#5 Contribute to the safety and quality improvement of the healthcare environment.					D

Required Learning Materials

Matzo, M. & Witt Sherman, D. (2019) *Palliative care nursing: Quality care to the end of life*. (5th Ed.). New York: Springer Publishing Company. ISBN: 978-0-8261-2712-9

End of Life Nursing Education Consortium (ELNEC) Undergraduate/New Graduate curriculum.

<https://elnec.academy.reliaslearning.com/ELNEC-Undergraduate-New-Graduate-Curriculum.aspx>

You will need to register for & purchase the ELNEC Undergraduate modules if you do not have them.

Bell, K. (2018) *Living at the end of life: A hospice nurse addresses the most common questions*. New York: Sterling Publishing. ISBN: 978-1-4027-6838-5 (Digital edition available from CUH bookstore.)

Course Website: <https://chaminade.instructure.com/courses/30466>

The Learning Management System, **Canvas**, is used throughout all nursing courses. Hardware requirements: Canvas is accessible from most PCs and Macintosh computers with a reliable Internet connection. Canvas is accessible on all computers available for use on campus.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s website](#) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Assessment and Course Grading:

Assignments: It is expected that assignments will be submitted on time. Late assignments are highly discouraged, and **ALL** assignments must be submitted to pass this course. All written assignments must be submitted in Word document. The student is responsible to ensure the attachment is the final version of the assignment. In addition, students are encouraged to collaborate; individual assignments must be done on an individual basis. When templates are used and information submitted appears to be duplicate information, investigation of academic dishonesty may occur. Please review the policy of academic honesty in detail. Proof of completion is needed for all assignments.

NUR 361 Grading Assessments (Course Learning Objectives Evaluated)	Percentage of Total Grade
In-Class or Video Small-Group Presentation (1 – 3)	33%
PC Case Study Matrix (1 – 5)	32%
Reflective Journal (1 - 5)	35%
TOTAL	100%

Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student’s daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative (90.0% - 100.0%)
- B Superior work done in a consistent and intellectual manner (80.0%-89.99%)
- C Average grade indicating a competent grasp of subject matter (70.0%-79.99%)
- F Failed to grasp the minimum subject matter; no credit given (69.99% or below)

No Rounding of grades: If a student earns a final grade of 69.99%, the final score will NOT be rounded to 70.

Course Policies

All policies stated in the Chaminade University Student Handbook [Link](#) and Chaminade University School of Nursing and Health Professions BSN Student Handbook [Link](#) are in effect in this course.

Academic Conduct Policy

Nursing students are responsible for promoting academic honesty in all educational settings. ***Any behavior that impedes assessment is considered academic dishonesty by the CUH SONHP.*** Nursing students represent Chaminade University and the School of Nursing and as such are expected to demonstrate professional, ethical behavior in the classroom, in laboratory settings, in the clinical setting, and in the community. The Chaminade student nurse shall be committed to the Marianist values and the core values of the School of Nursing.

Violations of the principle of academic honesty are extremely serious and will not be tolerated. Students are responsible for promoting academic honesty by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a university official. Please refer to “*Professional Behavior*” in the 2022-2023 BSN Student Handbook (pg. 14-15) for an in-depth explanation.

“Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question, to an 'F' for the course, to suspension or dismissal from the University.” From the 2022-2023 Undergraduate Academic Catalog (pg. 194)

Late Work Policy

For each day after an assignment is due, 3 points (about 10% of the assignment’s value) will be deducted from the assignment grade. Assignments will not be accepted more than 7 days after the due date.

Grades of "Incomplete"

See **Nursing and Health Professions BSN Student Handbook** [Link](#).

Writing Policy

All submitted papers must be in an acceptable format per course coordinator, according to instructions in each assignment’s rubric. While there are no scholarly papers required for this course, evidence-based portions of the Small-Group Presentation and the Case Study Matrix will require citations and references formatted in APA style. Refer to APA guidelines.

Cell Phones, Tablets, and Laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

University Information

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities

Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

Students are expected to regularly attend all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Student Conduct Policy

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one student may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates.

At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment

has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life. [Link](#)

For further information, please refer to the Chaminade Catalog ([Link](#))

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

How Credit Hour Policy breaks down for this course (3 credit-hours = 135 total hours):

Seat Time in class: 37.5 hours (150 minutes or 2.5 hours/week x 15 weeks)

Researching and creating small-group presentation: 15 hours (per student)

Writing Journal Reflection: 15 hours

Researching & writing Case Study Matrix: 15 hours

Assigned readings, videos, etc. related to each class session: 52.5 hours (3.5 hours/week x 15 weeks) .

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's website](#) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Counseling Center Services

Counseling Sessions: Students may receive approximately 10 sessions of counseling free of charge during their academic career. If a student requires sessions beyond what the Counseling Center can provide for them, referrals to community resources are available.

Population Served: Students must be actively enrolled full-time or part-time as an undergraduate or graduate student for the term they are requesting counseling services for.

Services Provided: Individual and couples counseling, crisis management, psycho-education, outreach, referrals to community providers/resources, and consultative services in-person, video- conferencing, and via telephone.

Tredtin Hall, Room 201. (808) 735-4845 counselingcenter@chaminade.edu

Course Schedule

Date - Week	Topics	Readings/Assignments/Deliverables
<p>8/22/23 – Week 1</p>	<ul style="list-style-type: none"> • Course Orientation • Student & Instructor Introductions • Introduction to Palliative Care (PC) & Hospice Nursing • Videos about PC: <ul style="list-style-type: none"> Palliative Care, a Different Voice in Healthcare: Timothy Ihrig at TEDxDesMoines: https://www.youtube.com/watch?v=BI-CnsKyOuk&t=387s A Patient’s Story Using PC in HI: https://www.youtube.com/watch?v=eURPV4jxgZc&t=9s • Where PC is provided in HI: <ul style="list-style-type: none"> https://kokuamau.org/where-to-find-palliative-care-in-hawaii/ https://kokuamau.org/palliative-care/community-based-palliative-care-services-in-hawaii/ • 8 Domains of PC • AACN CARES Competencies • Introduction to Evidence-based practice; PICOT questions for literature searches 	<p>Readings:</p> <ul style="list-style-type: none"> • Matzo & Sherman – Chap. 1 • ELNEC Undergraduate - Module 1 • AACN CARES Competencies – (Page 4) https://www.aacnnursing.org/Portals/42/AcademicNursing/Tool%20Kits/Essentials/Alignment-CARES-G-CARES-Essentials.pdf • National Consensus Project: Clinical Practice Guidelines for Quality PC (8 Domains - page iv in Foreword): https://www.nationalcoalitionhpc.org/wp-content/uploads/2020/07/NCHPC-NCPGuidelines_4thED_web_FINAL.pdf <p>Assignments:</p> <ul style="list-style-type: none"> • Review Course syllabus – sign and upload to Canvas <p>Begin keeping reflective journal (due week 15) with weekly entries (200-250 words) for weeks 1 - 14 that summarize:</p> <ul style="list-style-type: none"> • Key points you have learned re: serious illness, PC & hospice care • Your perspectives & feelings re: what you’ve learned • Your questions or concerns re: PC • See journal reflection rubric guidelines

<p>8/29/23 – Week 2</p>	<p>Domain 1 – Structure & Processes of Care</p> <ul style="list-style-type: none"> • Communication • Interdisciplinary Team in PC (Roles, collaboration, case scenarios, Q&A) • Video: A Caregiver’s Journey with Palliative Care in 3 Minutes: https://www.youtube.com/watch?v=eURPV4jxgZc&t=9s <p>Special Guests – Queen’s Pain & PC Team:</p> <ul style="list-style-type: none"> • Daniel Fischberg, MD, PhD, FAAHPM Medical Director, Pain & Palliative Care • Beth Freitas, APRN, PhD, OCN, ACHPN • Hannah Fugate, MSW, LCSW • Becca Cooper, Chaplain 	<p>Readings:</p> <ul style="list-style-type: none"> • Matzo & Sherman – Chap. 2 & 3 • ELNEC Undergraduate - Module 2 <p>Assignments:</p> <ul style="list-style-type: none"> • Begin filling in Case Study Matrix weekly for each of the 8 PC Domains. Completed Matrix due week 13 & will be used for PC Simulation that week. (See rubric for details.) • Continue weekly journal reflection (due week 15) • Begin working on small-group presentation/video, to be delivered in-class week 5. Create a 3-4 minute, evidence-based “infomercial” (live presentation or video) explaining PC & how PC can help a particular population (See rubric for details)
<p>9/5/23 – Week 3</p>	<p>Domain 2: Physical Aspects of Care -Part 1</p> <ul style="list-style-type: none"> • Pain Management • Symptom Management (Dyspnea, GI Symptoms, Fatigue, Anxiety/Depression) <p>Special Guest: Pat Nishimoto, DNS, FAAN Adult Oncology Clinical Nurse Specialist Retired from Tripler Army Medical Center Assistant Professor - UH School of Social Work & John A. Burns School of Medicine</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Matzo & Sherman, Chap.20–22; 24–25 • ELNEC Undergraduate Modules 3 & 4 • Bell, pp. 26 – 32 <p>Assignments:</p> <ul style="list-style-type: none"> • Continue filling in Case Study Matrix weekly for each of the 8 PC Domains (due week 13) • Continue weekly journal reflection (due week 15) • Continue working on small-group presentation/video (due week 5)
<p>9/12/23 – Week 4</p>	<p>Domain 2: Physical Aspects of Care -Part 2</p> <p>Palliative management of serious illnesses:</p> <ul style="list-style-type: none"> • Cancer • Heart disease • Lung disease • Neurological diseases • Renal disease • Liver disease 	<p>Readings:</p> <ul style="list-style-type: none"> • Matzo & Sherman, Chap. 13 – 18 <p>Assignments:</p> <ul style="list-style-type: none"> • Continue filling in Case Study Matrix weekly for each of the 8 PC Domains (due week 13) • Continue weekly journal reflection (due week 15) • Continue working on small-group presentation/video (due week 5)

<p>9/19/23 – Week 5</p>	<p>Domain 3: Psychological Aspects of Care</p> <ul style="list-style-type: none"> • Emotional distress, anxiety, depression • Acute delirium • Patient and family coping strategies and dynamics related to psychological concerns and distress • Presence of delirium and/or dementia • Learning or developmental disabilities • Cultural considerations • Spiritual considerations • Substance use disorder (risks, current) • Risk or history of attempted suicide • Current or previous trauma and/or evidence of PTSD • Patient/family education and support <p>Small-group In-class/video presentations</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Matzo & Sherman, Chap. 9,11,22 • Bell, pp. 124 – 140 <p>Assignments:</p> <ul style="list-style-type: none"> • Continue filling in Case Study Matrix weekly for each of the 8 PC Domains (due week 13) • Continue weekly journal reflection (due week 15)
<p>9/26/23 – Week 6</p>	<p>Domain 4: Social Aspects of Care</p> <ul style="list-style-type: none"> • Family structure and function, including roles, quality of relationships • Communication, and decision-making preferences and patterns • Patient and family strengths, resiliency, social and cultural support, spirituality • Patient and family perceptions about caregiving needs, caregiver availability • Caregiver role change, stress, burden • Availability and ability of a support system to help with respite, errands etc. • Prior experiences with illness, disability and loss • Risk of abuse, neglect or exploitation • Risk of social isolation • Functional limitations that impact activities of daily living (ADL's) • Changes in patient or family members' school enrollment, employment • Changes in living arrangements and their impact on patients and families • Economic security, ability to pay for housing, food, medications, etc. • Assessment of military service, eligibility for VA benefits • Quality of life, including safety issues • Final arrangements for burial/cremation 	<p>Readings:</p> <ul style="list-style-type: none"> • Matzo & Sherman, Chap. 8, 9 • Bell, pp. 33 – 36; 50 – 56; 71 - 91 <p>Assignments:</p> <ul style="list-style-type: none"> • Continue filling in Case Study Matrix weekly for each of the 8 PC Domains (due week 13) • Continue weekly journal reflection (due week 15)

<p>10/3/23 – Week 7</p>	<p>Domain 5: Spiritual Aspects of Care</p> <ul style="list-style-type: none"> • Sources of spiritual strength & support • Existential concerns such as lack of meaning, questions about one’s own existence, meaning and suffering • Concerns about relationship to God, the Holy, such as anger or abandonment • Struggles related to loss of faith, community of faith, or spiritual practices • Cultural norms & preferences impacting belief systems and/or spiritual practices • Hopes, values, fears, meaning, purpose <p>Guest presenters: Local chaplains (TBD)</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Matzo & Sherman, Chap. 6 • Bell, pp. 146 – 151 <p>Assignments:</p> <ul style="list-style-type: none"> • Continue filling in Case Study Matrix weekly for each of the 8 PC Domains (due week 13) • Continue weekly journal reflection (due week 15)
<p>10/10/23 – Week 8</p>	<p>Domain 6: Cultural Aspects of Care</p> <ul style="list-style-type: none"> • Cultural practices, customs, beliefs, and values relevant during serious illness, the dying process, at the time of death, and post-death • Preferred name, pronouns, gender identity • Preference for IDT interaction, decision-making (communal, collective, or individualistic) • Truth-telling and whether the preferred cultural practice is to share or not share diagnosis and/or prognosis with patient • Preferred and taboo practices (eg, using the words “dying” and “death” or the place of death) • Community resources and supports, including community leaders, faith community, or cultural groups • Preferences related to physical contact • Level of health literacy • Prior health care experiences with attention to historical trauma and impact on care <p>Underserved Populations (Speakers TBD):</p> <ul style="list-style-type: none"> • Native Hawaiian, Pacific Islander • LGBTQ+ • Houseless, impoverished • People with substance abuse, mental illness • Veterans 	<p>Readings:</p> <p>Cormack, C., Paice, J., & Panke, J. T. (2019). Cultural considerations in palliative care. In B. R. Ferrell & J. A. Paice (Eds.), <i>Oxford textbook of palliative nursing</i> (5th ed., pp.469-482). Oxford University Press. https://doi.org/10.1093/med/9780190862374.003.0059</p> <ul style="list-style-type: none"> • Olney, C., Stroe, S., & Hughes, A. (2019). Poor, homeless, and underserved populations. In B. R. Ferrell & J. A. Paice (Eds.), <i>Oxford textbook of palliative nursing</i> (5th ed., pp. 490-502). Oxford University Press. https://doi.org/10.1093/med/9780190862374.003.0059 <ul style="list-style-type: none"> • Access to these chapters will be provided, with editor’s permission. <p>Assignments:</p> <ul style="list-style-type: none"> • Continue filling in Case Study Matrix weekly for each of the 8 PC Domains (due week 13) • Continue weekly journal reflection (due week 15)

<p>10/17/23 – Week 9</p>	<p>Domain 8: Ethical & Legal Aspects of Care</p> <ul style="list-style-type: none"> • Advance care planning with patients, families, surrogate decision-makers • HI Advance Directive-POLST • Ethical concerns for patients, families • Ethical concerns for linicians • Moral injury/distress • Moral Resiliency <p>Guest Presenters from Kōkua Mau:</p> <ul style="list-style-type: none"> • Jeannette Kojane, Executive Director • Hope Young, Advance Care Planning Coordinator <p>Guest Presenter on bioethics (TBD)</p> <p>Guest Presenter on Elder Law, Wills/Trusts</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Matzo & Sherman – Chap. 4 & 5 • Bell, pp. 22 – 25 <p>Kōkua Mau online resources & videos:</p> <ul style="list-style-type: none"> • Advance Care Planning: https://kokuamau.org/advance-care-planning/ • Advance Directives: https://kokuamau.org/advance-directives/ • POLST: https://kokuamau.org/polst/ https://kokuamau.org/advance-directives/ <p>Assignments:</p> <ul style="list-style-type: none"> • Continue filling in Case Study Matrix weekly for each of the 8 PC Domains (due week 13) • Continue weekly journal reflection (due week 15) •
<p>10/24/23 – Week 10</p>	<p>Hospice Care</p> <ul style="list-style-type: none"> • Origins of modern hospice care • Medicare hospice benefit • Hospice interdisciplinary team (IDT) • Hospice plan of care • Types of discharge from hospice care • Non-profit or for-profit hospices • Other issues related to hospice care <p>Guest Presenters from local hospice (TBD)</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Kokua Mau webpage on Hospice Care: https://kokuamau.org/hospice-providers/ • CaringInfo pages on Hospice Care: https://www.caringinfo.org/types-of-care/hospice-care/ • Bell, pp. 57 - 70
<p>10/31/23 – Week 11</p>	<p>Loss, Grief & Bereavement</p> <ul style="list-style-type: none"> • Loss and suffering • Grieving across the life span • Grief – differing theories • Nurse’s role • Mourning practices vary among cultures • Role of faith/religion • Bereavement 	<p>Readings:</p> <ul style="list-style-type: none"> • Matzo & Sherman – Chap. 11 • Bell, pp. 2 – 17; 41 - 47 • ELNEC Undergraduate – Module 5

<p>11/7/23 – Week 12</p>	<p>Domain 7: Care of the Patient Nearing End of Life</p> <ul style="list-style-type: none"> • Assessing & teaching of physical, cognitive & behavioral changes approaching end of life • Emotional & spiritual needs of patients & families approaching end of life • Preparing for death • Importance of presence & compassion • Self-care for nurses, other clinicians • Final hours in different care settings • Medical Aid-in-Dying (Hawaii’s Our Choice, Our Care Act – End of Life Care Option) 	<p>Readings:</p> <ul style="list-style-type: none"> • Matzo & Sherman – Chap. 27 • Bell, pp. 2 – 17; 41 - 47 • ELNEC Undergraduate – Module 6 • Hospice of Santa Cruz County (2021). <i>When death is near: A caregiver’s guide</i>. Quality of Life Publications. (online sample booklet) https://www.golpublishing.com/wp-content/uploads/2022/02/WDIN-Eng-v1.4-Sample.pdf • Medical Aid-in-Dying (Hawaii’s Our Choice, Our Care Act – End of Life Care Option): https://health.hawaii.gov/opppd/ococ/
<p>11/14/23 – Week 13</p>	<p>Pre-Briefing; Case Simulation; Debriefing</p> <ul style="list-style-type: none"> • Students will play various roles in evolving case study • Focus on using your evidence-based interventions from PC Case Study Matrix 	<p>Readings:</p> <ul style="list-style-type: none"> *Review evolving case study scenarios & instructions *Review & finish your case study matrix <p>Assignments:</p> <ul style="list-style-type: none"> • Case Study Matrix due this week (to be used during case simulations) • Continue weekly journal reflection (due week 15)
<p>11/21/23 – Week 14</p>	<p>Pediatric PC & Hospice</p> <ul style="list-style-type: none"> • General principles • Symptom assessment & management • Psychosocial & spiritual support • Special patient populations • End-of-life care <p>Guest Presenters from Kapi’olani Pediatric PC Team & Navian Hawai’i Pediatric Hospice Program (individuals TBD)</p>	<p>Readings:</p> <p>Battista, V. & LaRagione, G. (2019). Pediatric hospice and palliative care. In B. R. Ferrell & J. A. Paice (Eds.), <i>Oxford textbook of palliative nursing</i> (5th ed., pp.708-726). Oxford University Press. https://doi.org/10.1093/med/9780190862374.003.0059</p> <ul style="list-style-type: none"> • Access to chapter will be provided, with editor’s permission. <p>Assignments:</p> <ul style="list-style-type: none"> • Continue weekly journal reflection (due week 15)
<p>11/28/23 – Week 15</p>	<p>Concluding Discussion: Sharing Reflections, Questions, Feedback</p>	<p>Journal Reflections due 11/27/23</p>

PLEASE NOTE:

While every attempt has been made to prepare this syllabus and class schedule in final form, it will be the course coordinator's prerogative to make any changes as may be deemed necessary in order to meet the learning outcomes of the course. Students will be notified in writing via Chaminade email of any changes. It is recommended that you check your Chaminade email and course site including the canvas frequently for announcements. All students will be held responsible to read, understand, and clarify the content within this document.