



**Chaminade**  
**University**  
OF HONOLULU

## **Course Syllabus**

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

3140 Waialae Avenue - Honolulu, HI 96816

**Course Number:** NUR 362

**Course Title:** Physical & Psychological Dimensions of Palliative Care

**Department Name:** Nursing

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

**Term:** Spring 2024

**Course Credits:** 3

**Class Meeting Days:** Tuesdays

**Class Meeting Hours:** 5:00 – 7:50 PM

**Class Location:** Henry 210 for in-person sessions and via Google Meet for online sessions

**Instructor Name:** Dan Weiss, DNP, RN, CHPN

**Email:** [daniel.weiss@chaminade.edu](mailto:daniel.weiss@chaminade.edu)

**Phone:** 808-445-3412 (cell)

**Office Location:** (No office on campus)

**Office Hours:** Tuesdays 4:00 – 4:50 PM in classroom or by appointment online

**Instructor/Course Website:** <https://chaminade.instructure.com/courses/33584>

### **Instructor and Student Communication**

Questions for this course can be emailed to the instructor at [daniel.weiss@chaminade.edu](mailto: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 apply palliative care concepts and strategies to the management of physical and psychological symptoms and disease progression of common serious illnesses. We will further examine how palliative and hospice nurses collaborate within interdisciplinary teams to provide compassionate, supportive, comfort-focused care to seriously ill patients (including those nearing end of life) and to their loved ones.

### **Course Overview**

NUR 362 is a didactic course. Students must meet the course requirements in order to pass this course. You must pass Nursing 362 with a grade of “C” or better.

## **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 362, 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. Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.
4. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers.
5. Reflect on one's own beliefs and values as they relate to professional practice.
6. Identify personal, professional, and environmental risks that impact personal and professional choices and behaviors.
7. Recognize the impact of attitudes, values, and expectations on the care of the very young, frail older adults, and other vulnerable populations.
8. Access interprofessional and intra-professional resources to resolve ethical and other practice dilemmas.
9. 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 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo 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 ('Olelo 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 ('Olelo 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 ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo 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 for seriously ill patients & families in alignment with their values & preferences across the illness trajectory, incorporating the Marianist value of service, justice, and peace
2. Apply effective, respectful, compassionate communication with seriously ill patients and their families, and collaborate with interprofessional team members and other health professionals to coordinate delivery of high-quality palliative care
3. Integrate evidence-based research, PC nursing practice guidelines, and healthcare technologies to provide holistic client-centered assessment and interventions for palliative management of pain and other symptoms
4. Incorporate assessment data, informatics and healthcare technologies to develop and implement holistic, evidence-based plans of care that address physical, psycho-social and spiritual needs
5. Contribute to care safety & quality improvement by conducting ongoing reassessment and evaluation of patient outcomes, modifying the plan of care as needed to align with patients' & families goals of care.

## Program Learning Outcomes

<b>Key progression in professional nurse practice: I= Introduced to the concept/skill D= Developing M= Mastered</b>	<b>CLO 1</b>	<b>CLO 2</b>	<b>CLO 3</b>	<b>CLO 4</b>	<b>CLO 5</b>
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	<b>D</b>				
PLO#2 Apply leadership and communication skills to ensure quality, collaborative and continuous patient care		<b>D</b>			
PLO#3 Integrate credible research with clinical expertise and patient preferences for optimal care across the lifespan			<b>D</b>		
PLO#4 Incorporate informatics and healthcare technologies into the practice of professional nursing.				<b>D</b>	
PLO#5 Contribute to the safety and quality improvement of the healthcare environment.					<b>D</b>

**Course Prerequisites: NUR 361**

## Required Learning Materials

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

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

HPNA Nursing Resource Guides (NRG's) - First join HPNA as a student member (no charge for 1-year student membership): [https://portal.advancingexpertcare.org/HPNAweb/Membership/Student\\_Memberships.aspx](https://portal.advancingexpertcare.org/HPNAweb/Membership/Student_Memberships.aspx). Then access NRG's here: <https://www.advancingexpertcare.org/education-events/nursing-resource-guides/>

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

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

All NUR 362 students registered for & purchased the ELNEC Undergraduate modules at the start of NUR 361.

**Course Website:** <https://chaminade.instructure.com/courses/33584>

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](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

### Assessment and Course Grading:

The proportion that each of the graded assignments contributes to your grade in this course is as follows:

NUR 362 Graded Assessments (Course Learning Objectives Evaluated)	Percentage of Total Grade
Patient/Caregiver Education Poster/Flier – Evidence-based PC interventions for a particular serious illness (1 – 3) of your choosing – This will be divided into multiple related assignments with different due dates.	35% (total of all parts)
Discussion Boards - 5 discussions; 6 points each (1 discussion for each learning objective; 1- 5)	30%
PC Case Study Matrix (2 – 5)	35%
<b>TOTAL</b>	<b>100%</b>

### 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%)

D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work  
60.0%-69.99%

F Failed to grasp the minimum subject matter; no credit given (below 59.99%)

**No Rounding of Grades: Example - If a student earned a final percentage 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 **Nursing and Health Professions BSN Student Handbook** [Link](#) for an in-depth explanation.

#### Late Work Policy

For any assignment submitted after the deadline, approximately 10% of the assignment's total point value will be deducted from the assignment grade for each day it is late (10% for up to 24 hours after the deadline, 20% for 1-2 days after the deadline, etc.). 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 assignments must be in an acceptable format per course coordinator. While there are no written papers for this course, graded written assignments are to be written in a scholarly manner, formatted according to the 7<sup>th</sup> edition of the APA Publication Manual. Refer to these Purdue Online Writing Lab (OWL) links for APA in-text citation and reference list guidelines:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/in\\_text\\_citations\\_the\\_basics.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html)

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/reference\\_list\\_basic\\_rules.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_basic_rules.html)

### **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. Laptops and tablets should not be misused, such as checking distracting websites or recording. *Students may not record or distribute any class activity without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use.* 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](mailto: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 a 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.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

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

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

Researching and creating patient/family education flier: 15 hours

Researching, writing & responding to Discussion Board Posts: 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](mailto: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](mailto:counselingcenter@chaminade.edu)

## NUR 362- PHYSICAL & PSYCHOLOGICAL DIMENSIONS OF PALLIATIVE CARE - Course Calendar

Please check *Canvas week-by-week modules* for updates on specific lecture topics & assignment instructions

Week – Class Date	Topics	Reading/Assignment/Deliverable
<p><a href="#">Week 1 – Jan. 9 (in-person)</a></p> <p><b>Introduction PC Domain 1: Structure &amp; Processes of Care</b></p>	<p>Definitions – Serious Illness &amp; Palliative Care</p> <p>Types/Locations of PC</p> <p>Interdisciplinary PC &amp; Hospice Teams:</p> <ul style="list-style-type: none"> <li>- Roles of Team Members</li> <li>- Interprofessional Collaboration</li> <li>- Comprehensive PC Assessment</li> </ul> <ul style="list-style-type: none"> <li>• AACN CARES Competencies – (Page 4) <a href="https://www.aacnnursing.org/Portals/42/AcademicNursing/Tool%20Kits/Essentials/Alignment-CARES-G-CARES-Essentials.pdf">https://www.aacnnursing.org/Portals/42/AcademicNursing/Tool%20Kits/Essentials/Alignment-CARES-G-CARES-Essentials.pdf</a></li> <li>• National Consensus Project: Clinical Practice Guidelines for Quality PC (8 Domains - page iv in Foreword): <a href="https://www.nationalcoalitionhpc.org/wp-content/uploads/2020/07/NCHPC-NCPGuidelines_4thED_web_FINAL.pdf">https://www.nationalcoalitionhpc.org/wp-content/uploads/2020/07/NCHPC-NCPGuidelines_4thED_web_FINAL.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Matzo &amp; Sherman Chap. 1 – 2</li> <li>• Review course syllabus – sign &amp; upload to Canvas</li> <li>• Patient/Caregiver Education Poster/Flier (Part 1) - Choose a specific serious illness; find &amp; upload to Canvas references for 3-4 reputable sources (journal article, agency website, HPNA site, textbook pages) on PC management of that illness.</li> <li>• Create HPNA Student Membership <a href="https://portal.advancingexpertcare.org/HPNAweb/Membership/StudentMemberships.aspx">https://portal.advancingexpertcare.org/HPNAweb/Membership/StudentMemberships.aspx</a></li> </ul>



<p><u><a href="#">Week 2 – Jan. 16 (online)</a></u>  <b>PC Domain 1 – Structure &amp; Processes of Care (Part 2)</b></p>	<ul style="list-style-type: none"> <li>- Interdisciplinary Team (IDT) - PC &amp; Hospice</li> <li>- Communication</li> <li>- Coordination of Care</li> <li>- Interdisciplinary Care Plan</li> <li>- Care Transitions</li> <li>- Care Settings</li> <li>- Emotional Support to IDT</li> <li>-Interprofessional Team Education</li> </ul>	<ul style="list-style-type: none"> <li>• Matzo &amp; Sherman – Chap. 3</li> <li>• Discussion Board 1 (rubric to be provided on Canvas) due Jan. 21</li> </ul>
<p><u><a href="#">Week 3 – Jan. 23 (in-person)</a></u>  <b>PC Domain 2: Physical Aspects of Care - Part 1 Palliative Pain Management</b></p>	<p>Types of Pain:</p> <ul style="list-style-type: none"> <li>- Acute/Chronic</li> <li>- Nociceptive</li> <li>- Neuropathic</li> </ul> <p>Elements of Pain Assessment:</p> <ul style="list-style-type: none"> <li>-OLDCART</li> <li>-Pain Rating Scales</li> <li>-Impact on Functional Status, ADL's</li> </ul> <p>Pain Interventions:</p> <ul style="list-style-type: none"> <li>- Pharmacological Interventions: -Categories &amp; Dosing of Pain Medications</li> <li>-Nonpharmacologic Interventions:</li> <li>- Positioning; Heat/Cold</li> <li>- Integrative Modalities</li> </ul>	<ul style="list-style-type: none"> <li>• Matzo &amp; Sherman, Chap. 20</li> <li>• ELNEC Module 3 – Pain Mgmt.</li> </ul>
<p><u><a href="#">Week 4 – Jan. 30 (online)</a></u>  <b>PC Domain 2: Physical Aspects of Care - Part 2 Palliative Symptom Management</b></p>	<p>Respiratory Symptoms:</p> <ul style="list-style-type: none"> <li>- Dyspnea</li> <li>- Cough</li> </ul> <p>GI Symptoms:</p> <ul style="list-style-type: none"> <li>- Nausea &amp; Vomiting</li> <li>- Constipation</li> <li>- Diarrhea</li> <li>- Oral Symptoms</li> </ul> <p>Fatigue  Insomnia  Anorexia &amp; Cachexia  Altered skin integrity  Seizures</p>	<ul style="list-style-type: none"> <li>• Matzo &amp; Sherman, Chap. 21 – 26</li> <li>• ELNEC module 4 -Symptom Mgmt.</li> <li>• HPNA Nursing Resource Guides (under End-of-Life Care tab) re: Dyspnea, Fatigue, Seizures, Nausea &amp; Vomiting, Palliative Wound Care</li> </ul> <p><a href="https://www.advancingexpertcare.org/education-events/nursing-resource-guides/">https://www.advancingexpertcare.org/education-events/nursing-resource-guides/</a></p>
<p><u><a href="#">Week 5 – Feb. 6 (in-person)</a></u>  <b>PC Domain 2: Physical Aspects of Care - Part 3 Palliative Management of Life-Limiting Illnesses &amp; Disease Progression</b></p>	<p>Cancers  Cardio-Vascular Diseases:</p> <ul style="list-style-type: none"> <li>- Heart Failure</li> <li>- CAD</li> <li>- CVA</li> </ul> <p>Lung Diseases:</p> <ul style="list-style-type: none"> <li>-COPD</li> <li>-Pulmonary Fibrosis</li> <li>-COVID-19</li> </ul>	<ul style="list-style-type: none"> <li>• Matzo &amp; Sherman, Chap. 13 – 15</li> <li>• Discussion Board 2 due Feb. 11</li> </ul>

<p><a href="#">Week 6 – Feb. 13 (online)</a></p> <p><b>PC Domain 2: Physical Aspects of Care - Part 4 Palliative Management of Life-Limiting Illnesses &amp; Disease Progression (cont.)</b></p>	<p>Dementia:          -Alzheimer’s          -Lewy-Body          -Other Dementias          Neuro-degenerative Diseases:          -Parkinson’s          -ALS          Liver Disease –Cirrhosis          Renal Disease          Comorbidities: Debility &amp; Decline;          -Weight Loss; Protein-Calorie Malnutrition</p>	<ul style="list-style-type: none"> <li>• Matzo &amp; Sherman – Chap. 16 – 18</li> <li>• HPNA Nursing Resource Guide re: Dementia  <a href="https://www.advancingexpertcare.org/wp-content/uploads/2023/08/7_NRG_Dementia-1.pdf">https://www.advancingexpertcare.org/wp-content/uploads/2023/08/7_NRG_Dementia-1.pdf</a></li> </ul>
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<p><a href="#">Week 7 – Feb. 20 (in-person)</a></p> <p><b>PC Domain 3: Psychological and Psychiatric Aspects of Care</b></p>	<p>Anxiety          Depression          Delirium          Anger/Hostility</p> <p>Screening &amp; Assessment</p> <p>Treatment Modalities          -Pharmacological          -Nonpharmacological</p> <p>Referrals PRN to Mental Health Providers</p>	<ul style="list-style-type: none"> <li>• Matzo &amp; Sherman – Chap. 22</li> <li>• HPNA Nursing Resource Guides (NRG’s) re: Anxiety; Delirium  <a href="https://www.advancingexpertcare.org/wp-content/uploads/2023/08/5_NRG_Anxiety.pdf">https://www.advancingexpertcare.org/wp-content/uploads/2023/08/5_NRG_Anxiety.pdf</a>  <a href="https://www.advancingexpertcare.org/wp-content/uploads/2023/08/8_NRG_Delirium.pdf">https://www.advancingexpertcare.org/wp-content/uploads/2023/08/8_NRG_Delirium.pdf</a></li> <li>• Submit first draft of Patient &amp; Family Education poster/flier</li> </ul>
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<p><a href="#">Week 8 – Feb. 27 (online)</a></p> <p><b>PC Domain 7: Care of the Patient Nearing the End of Life (EOL)</b></p>	<p>-Common Symptoms &amp; Situations in Final Days or Weeks of Life          -Managing Symptoms at EOL          -Educating and Supporting Patients/Caregivers approaching EOL          -Educational (“what to expect”) Guidebooks          -Hospice Team Available 24/7          -General Inpatient (GIP) Hospice          -Care of Dying Patient in Final Hours          -Care of Patient &amp; Family At &amp; After Time of Death          -Bereavement Support to Surviving Caregivers          -Support for IDT Members Caring for Patients &amp; Families at EOL</p>	<p>Explore opportunities for sharing your Patient &amp; Family Education poster/flier</p> <ul style="list-style-type: none"> <li>• Matzo &amp; Sherman, Chap. 27</li> <li>• Bell, pp. 2 – 17; 41 – 47</li> <li>• ELNEC Module 6</li> <li>• HPNA Nursing Resource Guide re: End of Life:  <a href="https://www.advancingexpertcare.org/wp-content/uploads/2023/08/6_NRG_End-Of-Life.pdf">https://www.advancingexpertcare.org/wp-content/uploads/2023/08/6_NRG_End-Of-Life.pdf</a></li> <li>• Discussion Board 3 due March 3</li> </ul>
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<p><u><a href="#">Week 9 – March 5 (in-person)</a></u></p> <p><b>Evidence-Based Prognostication</b></p>	<p>Why Prognosis Matters</p> <ul style="list-style-type: none"> <li>-Disease-Specific Prognostic Tools</li> <li>-Diagnostic Measures</li> <li>-Biomarkers</li> <li>-Weight Loss</li> <li>-Functional Decline</li> <li>-Communicating about Prognosis with Patients &amp; Families</li> <li>-Importance of Hope</li> </ul>	<p>Submit final version of your Patient &amp; Family Education flier/poster</p> <ul style="list-style-type: none"> <li>• Video - Dr. Daniel Hoefer: “If Only Someone Had Warned Us” <a href="https://www.youtube.com/watch?v=0JzesJw9UYI">https://www.youtube.com/watch?v=0JzesJw9UYI</a></li> <li>• Booklet “When Death is Near: A Caregiver’s Guide” <a href="https://www.golpublishing.com/wp-content/uploads/2023/12/WDIN-WTTC-Eng-v1.4-12-15-23.pdf">https://www.golpublishing.com/wp-content/uploads/2023/12/WDIN-WTTC-Eng-v1.4-12-15-23.pdf</a></li> </ul>
<p><u><a href="#">Week 10 – March 12 (online)</a></u></p> <p><b>PC Services in Hawai’i</b></p>	<ul style="list-style-type: none"> <li>-Inpatient</li> <li>-Outpatient</li> <li>-Home-based</li> <li>-Advance Care Planning</li> <li>-Kokua Mau: A Movement to Improve Care</li> <li>-Guest Speakers from local PC teams (TBD)</li> </ul>	<ul style="list-style-type: none"> <li>• Kokua Mau website, videos &amp; online resources: <a href="https://kokuamau.org/">https://kokuamau.org/</a></li> <li>• <a href="https://kokuamau.org/wp-content/uploads/KM_Palliative_Care_Resources_1page.pdf">https://kokuamau.org/wp-content/uploads/KM Palliative Care Resources 1page.pdf</a></li> <li>• HPNA Nursing Resource Guide re: Advance Care Planning: <a href="https://www.advancingexpertcare.org/wp-content/uploads/2023/08/NRG_Advance-Care-Planning-2.pdf">https://www.advancingexpertcare.org/wp-content/uploads/2023/08/NRG Advance-Care-Planning-2.pdf</a></li> </ul>
<p><b>No class March 19</b></p>	<p><b>(Spring Break)</b></p>	
<p><u><a href="#">Week 11 – March 26 (online)</a></u></p> <p><b>Prince Kuhio Holiday – No class session; view video presentations asynchronously)</b></p> <p><b>Hospice Care – Part 1</b></p>	<ul style="list-style-type: none"> <li>- Definition of hospice</li> <li>- Hospice Eligibility Criteria:</li> <li>- Prognosis of 6 months or less (if disease runs its usual course)</li> <li>- Decision to forgo further disease-modifying treatment</li> <li>- Voluntary election (choice) of hospice benefit</li> <li>-Guest speakers from local hospice team</li> <li>-Hospice Benefits &amp; Services</li> </ul>	<ul style="list-style-type: none"> <li>• Kokua Mau webpage on Hospice Care: <a href="https://kokuamau.org/hospice-providers/">https://kokuamau.org/hospice-providers/</a></li> <li>• CaringInfo pages on Hospice Care: <a href="https://www.caringinfo.org/types-of-care/hospice-care/">https://www.caringinfo.org/types-of-care/hospice-care/</a></li> <li>• Bell, pp. 57 – 70</li> <li>• Discussion Board 4 due Mar. 31</li> </ul>
<p><u><a href="#">Week 12 – April 2 (online)</a></u></p> <p><b>Hospice Care – Part 2</b></p>	<ul style="list-style-type: none"> <li>-Hospice Diagnoses – Local Coverage Determinations (LCD’s)</li> <li>-Hospice Certification &amp; Recertification</li> <li>-Hospice Case Study Discussions &amp; Role-Plays</li> </ul>	<p>Centers for Medicare &amp; Medicaid Services – Hospice Determining Terminal Status <a href="https://www.cms.gov/medicare-coverage-database/view/lcd.aspx?LCDId=34538">https://www.cms.gov/medicare-coverage-database/view/lcd.aspx?LCDId=34538</a></p>

<p><u><a href="#">Week 13 – April 9</a></u> <u><a href="#">(in-person in Sim Lab)</a></u></p> <p><b>Clinical Simulation on Caring for Patients &amp; Families at EOL</b></p>	<ul style="list-style-type: none"> <li>• Preview Case Study &amp; Your Draft Case Study Matrix</li> <li>• Apply Case Study Matrix to your role during simulation exercise</li> <li>• Pre-Briefing</li> <li>• Role-Play Simulations</li> <li>• De-briefing</li> </ul>	<p>Edit/revise your Case Study Matrix and submit it by Sunday, April 14.</p>
<p><u><a href="#">Week 14 – April 16</a></u> <u><a href="#">(in-person)</a></u></p> <p><b>Putting it All Together</b></p>	<p>-Sharing Reflections -Applying Primary PC Knowledge &amp; Skills in Any Clinical Setting</p>	<p>Discussion Board 5 due April 21</p>
<p><u><a href="#">Week 15 – April 23</a></u> <u><a href="#">(online)</a></u></p> <p><u><a href="#">(Dr. Weiss unavailable; Faculty Coverage TBD)</a></u></p>	<p>Video Presentations &amp; Discussion (TBD)</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.*