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|  <p>Chaminade University OF HONOLULU</p> | <p>Course Syllabus Chaminade University of Honolulu 3140 Waialae Avenue - Honolulu, HI 96816</p> |
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Course Number: NUR 363

Course Title: Social, Spiritual, Cultural, Ethical & Legal Dimensions of Palliative Care

Department Name: Nursing

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

Term: Summer Semester (Full) 2024

Course Credits: 3

Course Website in Canvas: <https://chaminade.instructure.com/courses/36346>

Class Meeting Days: Online, mostly asynchronous; may have a few synchronous sessions on Zoom

Class Meeting Hours: See above

Class Location: See above

Instructor Name: Dan Weiss, DNP, RN, CHPN

Email: daniel.weiss@chaminade.edu

Phone: (808) 445-3412 (for texts, if needed)

Office Location: N/A

Office Hours: By appointment, via Zoom

Instructor Website:

Other Professional Contact Information:

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 and phone conferences can be arranged. Response time will take up to 48 hours on business days, responses may be delayed on weekends or holidays.

Course Description

NUR 363 will apply palliative care concepts and strategies for nurses to apply within palliative care teams to effectively assess and address social, spiritual, cultural, ethical & legal factors for people living with serious illness. We will further examine how palliative or hospice nurses collaborate within interdisciplinary teams to provide compassionate care and support to seriously ill patients and their loved ones.

Prerequisite: NUR 361

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 363, 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. Reflect on one's own beliefs and values as they relate to professional practice.
5. Identify personal, professional, and environmental risks that impact personal and professional choices and behaviors.
6. Recognize the impact of attitudes, values, and expectations on the care of the very young, frail older adults, and other vulnerable populations..
7. Access interprofessional and intraprofessional resources to resolve ethical and other practice dilemmas.
8. 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. Utilize the nursing process to advocate for ethical, culturally sensitive, patient-centered palliative care for seriously ill & dying patients & their loved ones, incorporating the Marianist value of service, justice, and peace
2. Apply leadership skills, social justice & moral courage to communicate respectfully with seriously ill patients, their families, and communities in delivering high-quality palliative care
3. Integrate evidence-based research, clinical expertise, client preferences, evolving socioeconomic factors and social determinants of health to promote diversity, equity and inclusion in delivering quality palliative care.
4. Incorporate psycho-social, spiritual and cultural assessment data with healthcare technologies to develop and implement holistic plans of care that address patients' & families' social, spiritual, grief & bereavement needs
5. Contribute to care safety and quality improvement by integrating self-care behaviors and one's own cultural & spiritual values to cope with caring for seriously ill & dying patients and their loved ones.

Alignment of Course Learning Outcomes with 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. & Sherman, D. W. (2019). *Palliative care nursing: Quality care to the end of life*. (5th Ed.). Springer Publishing. ISBN: 978-0-8261-2712-9

Bell, K. (2018) *Living at the end of life: A hospice nurse addresses the most common questions*. Sterling Publishing. ISBN: 978-1-4027-6838-5

HPNA Courses & Nursing Resource Guides (NRG) - Log in to HPNA as a student member to access their library of online courses & NRG's: <https://www.advancingexpertcare.org/>

National Consensus Project for Quality Palliative Care (2018). *Clinical practice guidelines for quality palliative care* (4th ed.). https://www.nationalcoalitionhpc.org/wp-content/uploads/2020/07/NCHPC-NCPGuidelines_4thED_web_FINAL.pdf

Course Website:

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 tech issues: helpdesk@chaminade.edu or call (808) 735-4855

Assessment and Course Grading:

| List of Assessments | Course Grade % |
|--------------------------------|----------------|
| Discussion Boards (6) | 35% |
| Small-Group Video Presentation | 30% |
| Case Study Matrix | 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%)

Minimum grade of C is required to pass this course.

No Rounding of grades: 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.**

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 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 7th 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/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.

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. 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.

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

Student participation for this course is mostly asynchronous online, with occasional synchronous online sessions via Zoom. A new module will be posted in Canvas each week. During most weeks of this course, "attendance" means viewing the online lessons, videos, and other resources, as well as responding in writing to the instructor's questions regarding portions of each week's module. During the weeks when class meets synchronously via Zoom, "attendance" means logging into the Zoom session and/or viewing the recorded version of the Zoom session. The Simulation session near the end of the semester will be in-person in the Simulation Lab, which all students are expected to participate synchronously in this session, either in-person or via Google Meet.

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 (mostly online): 35 hours (150 minutes or 2.5 hours/week x 14 weeks)

Researching and creating small-group presentation: 17 hours

Researching, writing & responding to Discussion Board Posts: 18 hours

Researching & writing Case Study Matrix: 16 hours

Assigned readings, videos, etc. related to each class session: 49 hours (3.5 hours/week x 14 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

Class Schedule:

| Module - Week | Topics | Readings/Assignments/Deliverables |
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| <p align="center">MODULE 1 <u>Week of 5/6/24 – 5/12/24</u></p> | <p align="center">Introduction to Course PC Domain 4 – Social Aspects of Care (Part 1)</p> <ul style="list-style-type: none"> -Role of medical social worker (MSW) on PC & hospice interdisciplinary teams (IDT's) -Psycho-social assessment of patients & families -Assessing & supporting emotional aspects of care -Social Determinants of Health -Social factors' impacts on seriously ill patients & families -Collaborating with community-based services/organizations | <ul style="list-style-type: none"> * Review Course syllabus – sign and upload to Canvas <p>Module 1 Content (in Canvas):</p> <ul style="list-style-type: none"> * Review AACN CARES PC Competencies for Undergraduate Nursing Students (p. 4) https://www.aacnnursing.org/Portals/42/AcademicNursing/Tool%20Kit/s/Essentials/Alignment-CARES-G-CARES-Essentials.pdf *National Consensus Project's Clinical Practice Guidelines for Quality PC – Domain 4 (pp. 26-31) https://www.nationalcoalitionhpc.org/wp-content/uploads/2020/07/NCHPC-NCPGuidelines_4thED_web_FINAL.pdf * Watch Video: Palliative Social Work - Caring for Seriously Ill Persons: https://www.youtube.com/watch?v=OJRIH3BW4DM * Email Dr. Weiss your 3 key takeaway points from this video * Zoom discussion with Holly Arroyo, MSW, St. Francis Hospice |
| <p align="center">MODULE 2 <u>Week of 5/13/24 – 5/19/24</u></p> | <p align="center">PC Domain 4 – Social Aspects of Care (Part 2)</p> <ul style="list-style-type: none"> -Caregivers' roles -Caregiver role stress & burnout -Emotional support for & care coordination with patients, families, Interdisciplinary Team | <ul style="list-style-type: none"> *Read: Matzo & Sherman, chap. 8 *Read: Bell, pp. 71 – 121 *Discussion Board 1 |

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| <p align="center">MODULE 3 <u>Week of 5/20/24 – 5/26/24</u></p> | <p align="center">PC Domain 4: Social Aspects of Care (Part 3)</p> <ul style="list-style-type: none"> -MSW Care Plan -Nursing Care Plan -Nurse-MSW Care Coordination -IDT Collaboration | <p>*Read: Matzo & Sherman, chapter 3 (pp. 37-48)</p> <p>*Begin working in small groups on video presentation, due 6/2/24.</p> |
| <p align="center">MODULE 4 <u>Week of 5/27/24 – 6/2/24</u></p> | <p align="center">PC Domain 5: Spiritual Aspects of Care (Part 1) - Spiritual Assessment</p> <ul style="list-style-type: none"> -Spiritual screening – evaluate spiritual needs and/or spiritual distress -Spiritual history – spiritual values & preferences & their impact on care decisions <p>Full spiritual assessment:</p> <ul style="list-style-type: none"> -Sources of spiritual strength & support -Existential concerns (lack of meaning, questions about existence, meaning & suffering) -Concerns about relationship to God, the Holy or Divine -Struggles related to loss of faith, faith community, or spiritual practices -Cultural norms & preferences impacting belief systems & spiritual practices -Hopes, values, fears, meaning & sense of purpose | <ul style="list-style-type: none"> • Matzo & Sherman, Chap. 6 • Bell, pp. 146 – 151 <p>National Consensus Project’s Clinical Practice Guidelines for Quality PC – Domain 5 (pp. 32-33) https://www.nationalcoalitionhpc.org/wp-content/uploads/2020/07/NCHPC-NCPGuidelines_4thED_web_FINAL.pdf</p> <ul style="list-style-type: none"> • FICA Spiritual History tool • Discussion Board 2 |
| <p align="center">MODULE 5 <u>Week of 6/3/24 – 6/9/24</u></p> | <p align="center">PC Domain 5: Spiritual Aspects of Care (Part 2) – Spiritual Care Plan</p> <ul style="list-style-type: none"> -Recognize & support patient & family spiritual strengths -Include religious rituals & spiritual practices in care plan -Address spiritual needs & practices during care transitions -Support pt/family in displaying & using religious & spiritual symbols | <p>* National Consensus Project’s Clinical Practice Guidelines for Quality PC – Domain 5 (pp. 34-37) https://www.nationalcoalitionhpc.org/wp-content/uploads/2020/07/NCHPC-NCPGuidelines_4thED_web_FINAL.pdf</p> <p>* HPNA video series on PC for people of Muslim, Jewish, Hindu, and Buddhist faith traditions: https://www.advancingexpertcare.org/about-hpna/diversity-in-health-care/</p> |

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| <p align="center">MODULE 6 <u>Week of 6/10/24 – 6/16/24</u></p> | <p align="center">PC Domain 6: Cultural Aspects of Care (Part 1) – Assessment</p> <ul style="list-style-type: none"> -Recognize patient & family cultural preferences & their impact healthcare practices -Cultural beliefs, rituals, practices -Health literacy -Preferred or primary language -Gender identity & preferred pronouns | <ul style="list-style-type: none"> • HPNA CE Course (free for HPNA Student Members) - Growing Cultural Humility for More Equitable & Compassionate Practice *National Consensus Project’s Clinical Practice Guidelines for Quality PC – Domain 6 (pp. 38-41) https://www.nationalcoalitionhpc.org/wp-content/uploads/2020/07/NCHPC-NCPGuidelines_4thED_web_FINAL.pdf • Coolen, P. (2012). Cultural relevance in end-of-life care. https://bioethics.pitt.edu/sites/default/files/publication-images/CEPResources/Coolen%20C%20PR%20%282012%29.pdf • Discussion Board 3 |
| <p align="center">MODULE 7 <u>Week of 6/17/24 – 6/23/24</u></p> | <p align="center">PC Domain 6: Cultural Aspects of Care (Part 2) – Plan of Care</p> <p>Incorporates & respects:</p> <ul style="list-style-type: none"> -Who the patient defines as their family -Beliefs, values, & traditional practices -Language and communication preferences -Level of health literacy | <p>National Consensus Project’s Clinical Practice Guidelines for Quality PC – Domain 6 (pp. 41-44) https://www.nationalcoalitionhpc.org/wp-content/uploads/2020/07/NCHPC-NCPGuidelines_4thED_web_FINAL.pdf</p> <ul style="list-style-type: none"> • HPNA CE Course - LGBTQ+ Patients & Caregivers: Context & Considerations |
| <p align="center">MODULE 8 <u>Week of 6/24/24 – 6/30/24</u></p> | <p align="center">PC Domain 8 Ethical & Legal Aspects of Care (Part 1) – Ethical</p> <ul style="list-style-type: none"> -Just because we can provide certain care, should we? -Bioethics in healthcare, PC -Pt/surrogate’s right to decline care -Medically non-beneficial care -Requests for provider-assisted death | <ul style="list-style-type: none"> • Matzo & Sherman – Chap. 4 • Video - Dr. Daniel Hoefler: “If Only Someone Had Warned Us”: https://www.youtube.com/watch?v=0JzesJw9UYI • HPNA & ANA Codes of Ethics • National Consensus Project’s Clinical Practice Guidelines for Quality PC – Domain 8 (pp. 52-59) * Discussion Board 4 |

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| <p style="text-align: center;">MODULE 9 <u>Week of 7/1/24 – 7/7/24</u></p> | <p style="text-align: center;">PC Domain 8 Ethical & Legal Aspects of Care (Part 2) - Legal</p> <ul style="list-style-type: none"> -Advance Care Planning -Advance Health Care Directive -POLST -Determining decisional capacity -Other legal issues related to end-of-life concerns & planning | <ul style="list-style-type: none"> • Matzo & Sherman – Chap. 5 • Goals of Care Conversations – The Conversation Project: https://theconversationproject.org/ • Kokua Mau website, videos & online resources: https://kokuamau.org/advance-care-planning/ • HPNA Nursing Resource Guide (NRG) re: Advance Care Planning: https://advancingexpertcare.org/ • ZDoggMD video: “Ain’t the Way to Die: Talk About Your End of Life Wishes”: https://zdoggm.com/aint-the-way-to-die/ |
| <p style="text-align: center;">MODULE 10 <u>Week of 7/8/24 – 7/14/24</u></p> | <p style="text-align: center;">PC Domain 8 Ethical & Legal Aspects of Care (Part 3) – Ethical Moral Distress; Building Moral Resilience & Nurses’ Well-Being</p> <ul style="list-style-type: none"> -Compassion Fatigue -Cumulative Secondary Loss & Grief in PC -Moral Injury -Moral Distress -Moral Resilience -Self-Awareness & Self-Care -ANA Well-Being Initiative | <ul style="list-style-type: none"> • HPNA Nursing Resource Guide: Cultivating Self-Awareness & Resilience: https://www.advancingexpertcare.org/wp-content/uploads/2023/01/Self-Awareness-and-Resilience_NRG-3.pdf • ANA–Exploring Moral Resilience: Toward a Culture of Ethical Practice https://www.nursingworld.org/~4907b6/globalassets/docs/ana/ana-call-to-action--exploring-moral-resilience-final.pdf • ANA Well-Being Initiative: https://www.nursingworld.org/practice-policy/work-environment/health-safety/disaster-preparedness/coronavirus/what-you-need-to-know/the-well-being-initiative/ <p>*Discussion Board 5</p> |

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| <p>MODULE 11 <u>Week of 7/15/24 – 7/21/24</u></p> | <p>Diversity, Equity & Inclusion & Belonging (DEIB) in PC & Nursing</p> <ul style="list-style-type: none"> -Racism in nursing -Anti-Racism -Allyship -LGBTQ+ Inclusive Care -Health Inequities in PC & Hospice -Native Hawai’ian & Pacific Islanders in PC | <ul style="list-style-type: none"> • HPNA – Diversity, Equity, Inclusion & Belonging: https://www.advancingexpertcare.org/diversity-equity-inclusion-belonging/ • ANA Project ECHO on Racism in Nursing: https://www.nursingworld.org/practice-policy/workforce/racism-in-nursing/national-commission-to-address-racism-in-nursing/project-echo/ • HPNA NRG: LGBTQ+ Inclusive Care https://www.advancingexpertcare.org/wp-content/uploads/2023/03/NRG_LGBTQ-Inclusive-Care.pdf • HPNA’s DEIB-related resources for clinicians: https://www.advancingexpertcare.org/education-events/on-demand-education/22diversity-equity-inclusion-belonging/ |
| <p>MODULE 12 <u>Week of 7/22/24 – 7/28/24</u></p> | <p>Quality Improvement, Leadership & Advocacy in PC</p> <ul style="list-style-type: none"> -Nurses’ Roles in Continuous Quality Improvement -Leadership Roles in PC & Hospice Teams & Agencies -Public Advocacy by & for PC/Hospice clinicians | <ul style="list-style-type: none"> • HPNA NRG – Tips to Developing into a Strong Nurse Leader • HPNA Internet Learning Activity – Developing Yourself as a Team & Engaging the Team • HPNA Internet Learning Activity – Leading Quality Assessment & Performance Improvement <p>*Hospice Action Network: https://hospiceactionnetwork.org/</p> <p>*Complete & submit first draft of Case Study Matrix by 7/29/24, before Sim session</p> |
| <p>MODULE 13 <u>Week of 7/29/24 – 8/4/24</u></p> | <p>Clinical Simulation – Interdisciplinary Advance Care Planning</p> | <p>*In-person in Sim lab (date TBD)</p> |
| <p>MODULE 14 <u>Week of 8/5/24 – 8/11/24</u></p> | <p>Concluding Discussion – Reviewing and Applying Lessons Learned in NUR 363</p> | <p>*Updated Case Study Matrix due 8/4/24</p> <p>*Discussion Board 6 due 8/7/24</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.