



Chaminade
University
OF HONOLULU

Course Syllabus

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

3140 Waialae Avenue - Honolulu, HI 96816

Course Number: NUR 364

Course Title: Current Issues, Challenges & Opportunities in Palliative Care

Department Name: Nursing

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

Term: Fall 2024

Course Credits: 3

Class Meeting Days: M-F

Class Meeting Hours: N/A (Asynchronous, with occasional synchronous evening Zoom sessions)

Class Location: Online

Instructor Name: Dan Weiss, DNP, RN, CHPN (Course Coordinator; Palliative Care Coordinator)

Email: daniel.weiss@chaminade.edu

Phone: (808) 445-3412 (cell)

Office Location: N/A (Adjunct Nursing Faculty)

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, 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

In this course, students will apply evidence-based strategies for nurses to effectively assess and address current issues or challenges in providing quality palliative care, particularly to underserved populations. We will explore how social, cultural and economic factors impact interdisciplinary teams' delivery of accessible, equitable, culturally-sensitive palliative/hospice care to seriously ill patients & their families. Prerequisite: NUR 361.

Course Overview

NUR 364 is a mostly asynchronous online didactic 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 364, 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. Communicate to the healthcare team one's personal bias on difficult healthcare decisions that impact one's ability to provide care.
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 intraprofessional 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 (CLO):

1. Utilize the nursing process to understand and address current issues or challenges in palliative care, incorporating the Marianist value of service, justice, and peace.
2. Apply leadership and communication skills to ensure quality, collaborative, and continuous palliative/hospice care that addresses these challenges.
3. Integrate evidence-based research, clinical expertise, client preferences, evolving socioeconomic factors and social determinants of health to meet challenges in providing quality palliative care.
4. Incorporate informatics and healthcare technologies into the process of improving palliative and hospice care delivery.
5. Contribute to the safety and quality improvement of the palliative and hospice care environments by addressing these challenges.

Program Learning Outcomes (PLO)

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

Course Prerequisites: NUR 361

Required Learning Materials

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

Multiple scholarly journal articles, videos, and websites as posted in each module in syllabus and/or Canvas

Course Website: <https://chaminade.instructure.com/courses/36501>

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 call (808) 735-4855

Assessment and Course Grading:

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

List of Assessments	Course Grade %
Discussion boards - 6 discussions; 6 points each (1- 5)	36%
In-class group presentations – Evidence-based strategies to address a palliative/hospice care issue/challenge (1 – 5)	32%
Case Study Matrix for Simulation Session (1 – 3)	32%
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%)
- 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.

- **ALL** assignments must be successfully completed in order to pass this course.
- If the student fails to successfully complete all required assignments and/or does not have a weighted average on testing assessments of at least 75% in all testing in this course, the maximum grade obtained for the course will be a D.

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

Offer specifics about your policy on late work

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. Papers are to be written in a scholarly manner, 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. 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).

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 prevent them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address. 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/ 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): 37.5 hours (150 minutes or 2.5 hours/week x 15 weeks)

Researching and creating small-group presentation: 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 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

Module: Dates	Topic(s)	Readings/Assignments/Deliverable
<p>Module 1: 8/19 – 8/25/24</p>	<ul style="list-style-type: none"> • Orientation to course • Staffing shortages in healthcare, PC & hospice • Workforce development needs & resources in HI & the US 	<p>*Brooks, B. A. (2023). The nursing labor market's structural shift. <i>Nurse Leader</i> 21(1): 10-11. https://www.nurseleader.com/action/showPdf?pii=S1541-4612%2822%2900251-8</p> <ul style="list-style-type: none"> • CAPC letter (3/20/2023) to Senators Sanders & Cassidy re: Healthcare Workforce Shortages: https://www.capc.org/documents/download/1093/ • Vossel, H. (2023) Nursing educator shortage contributing to hospice labor pressures, <i>Hospice News</i>, March 22, 2023. https://hospicenews.com/2023/03/22/nursing-educator-shortage-contributing-to-hospice-labor-pressures/ • Hawai'i State Center for Nursing (2024). 2023 Hawai'i Nursing Workforce Supply: Statewide Report https://www.hawaiiicenterfornursing.org/wp-content/uploads/2024/04/2023HawaiiNursingWorkforceSupply.vFinal.pdf • KTVB (Idaho) video: Doctor shortage impacting end-of-life care: https://www.youtube.com/watch?v=h1IFnurZilo • End of Life Nursing Education Consortium (ELNEC): https://www.aacnnursing.org/ELNEC/About • CSU Shiley Haynes Institute for Palliative Care: https://csupalliativecare.org/ <p>• Discussion Board 1</p>
<p>Module 2: 8/26 – 9/1/24</p> <p>National & Hawai'i PC &</p>	<ul style="list-style-type: none"> • Continuing education for health professionals 	<p>Resources & websites:</p>

<p>Hospice Organizations, Publications & Conferences</p>	<p>(online & in-person courses & conferences)</p> <ul style="list-style-type: none"> • PC & Hospice Specialty Professional Journals – Promotion & Dissemination of Scholarly Research • Professional networking • Educating the public • Legislative advocacy 	<ul style="list-style-type: none"> • Hospice & Palliative Nurses Association (HPNA): https://www.advancingexpertcare.org/ - publishes <i>Journal of Hospice & Palliative Nursing</i>: https://journals.lww.com/jhpn/pages/default.aspx • American Association of Hospice & Palliative Medicine (AAHPM): https://aahpm.org/ - Publishes <i>Journal of Pain & Symptom Management</i>: https://aahpm.org/publications/jpsm • Center to Advance Palliative Care (CAPC): https://www.capc.org/ • The Coalition to Transform Advanced Care (C-TAC): https://thectac.org/ • National Association of Home Care & Hospice (NAHC): https://www.nahc.org/ • National Hospice & Palliative Care Organization (NHPCO): https://www.nhpc.org/ (currently merging with NAHC) • Hospice Action Network (advocacy organization affiliated with NHPCO): https://www.nhpc.org/advocacy/ • Kōkua Mau – A Movement to Transform Care: https://kokuamau.org/ <p>• Begin working on small-group presentations, to be presented during synchronous Zoom class session, during Week 6</p>
<p>Module 3: 9/2 – 9/8/24</p>		<ul style="list-style-type: none"> • Hawai'i Executive Office on Aging – Aging & Disability Resource Center:

<p>Paid & Unpaid Caregiver Stressors & Shortages</p> <p>Guest speaker(s) TBD</p>	<ul style="list-style-type: none"> • Burdens of family caregiving (physical, emotional, financial stressors) • Impacts on caregivers' physical/mental health & longevity • Low wages & job stressors for paid caregivers working in facilities or homes • Caregiver support resources in HI 	<p>https://www.hawaiiadrc.org/caregiver-resources</p> <ul style="list-style-type: none"> • Alzheimer's Association – Hawai'i: https://www.alz.org/hawaii • CareSift for Seniors: https://caresift.com/about/ • Marino, V. R., Badana, A. N. S., Haley, W. (2020). Care demands and well-being of primary and secondary non-spousal caregivers of aging adults. <i>Clinical Gerontologist</i>, 43(5): 558–571. https://doi.org/10.1080/07317115.2020.1759748 • Brown, K. W., Coogle, C. L., & Wegelin, J. (2016). A pilot randomized controlled trial of mindfulness-based stress reduction for caregivers of family members with dementia. <i>Aging & Mental Health</i>, 20(11): 1157-1166. http://dx.doi.org/10.1080/13607863.2015.1065790 • Copies of articles to be posted in Module 3. • Discussion Board 2
<p>Module 4: 9/9 – 9/15/24</p>	<p>For-profit hospices' primary emphasis of</p>	<ul style="list-style-type: none"> • Henderson, E. (2023). Greater proportion of for-profit hospices perform worse than not-

<p>Impacts of Increased Number/Proportion of For-Profit Hospices</p>	<p>return on investment results in:</p> <ul style="list-style-type: none"> • Fewer nurses expected to manage and care for more patients • Less frequent & shorter nurse visits • Decreased patient & family satisfaction • Lower quality of care 	<p>for-profit hospices. News-Medical.net, February 27, 2023: https://www.news-medical.net/news/20230227/Greater-proportion-of-for-profit-hospices-perform-worse-than-not-for-profit-hospices.aspx</p> <ul style="list-style-type: none"> • Anhang Price, R., <i>et al.</i> (2023). Association of hospice profit status with family caregivers' reported care experiences. <i>JAMA Internal Medicine</i>. doi.org/10.1001/jamainternmed.2022.7076 • Kofman, A. (2022) Endgame: How the visionary hospice movement became a for-profit hustle. <i>New Yorker</i>. November 28, 2022. https://www.newyorker.com/magazine/2022/12/05/how-hospice-became-a-for-profit-hustle • National Hospice Leaders Urge CMS and Congress to Advance Program Integrity in Hospice Care through Effective Oversight: https://www.nhpc.org/national-hospice-leaders-urge-cms-and-congress-to-advance-program-integrity-in-hospice-care-through-effective-oversight/ • Byock, I. (2022) Hospice care needs saving. <i>STAT</i>, December 14, 2022. https://www.statnews.com/2022/12/14/hospice-care-needs-saving/ • Parker, J. (2022). For-profit or nonprofit: Hospice is not a hustle. <i>Hospice News</i>, December 2, 2022. https://hospicenews.com/2022/12/02/for-profit-or-nonprofit-hospice-is-not-a-hustle/ • Bauer, H. (2022) Hold fast, hospice. <i>The Heart of Hospice</i>, December 1, 2022. https://www.theheartofhospice.com/2022/12/02/hold-fast-hospice/
<p>Module 5: 9/16 – 9/22/24</p>	<ul style="list-style-type: none"> • Cultural differences • Racial inequities 	<ul style="list-style-type: none"> • American Psychological Association (2019) Know the facts: Culturally diverse communities & palliative and end-of-life care.

<p>Impacts of Race, Culture, Health Inequities & Lack of Diversity on PC & Hospice</p>	<ul style="list-style-type: none"> • Historical racism & mistrust of healthcare providers • Impact of social determinants of health on PC, hospice & health care 	<p>https://www.apa.org/pi/aging/programs/eol/end-of-life-diversity.pdf</p> <ul style="list-style-type: none"> • (Author unknown, 2022) AJN Reports: Hospice has a diversity problem. 2022. <i>AJN: American Journal of Nursing</i>. 122(11), 16–17. (pdf posted in Module 5) • Larson, J. (2024, February 6). Race, Ethnicity, and Cancer Type Influence Which Patients Access Hospice Care. <i>Oncology Nurse Advisor</i>: https://www.oncologynurseadvisor.com/news/race-ethnicity-cancer-type-influence-patient-access-treatment-risk/ • The Commonwealth Fund (2021). Understanding and ameliorating medical mistrust among Black Americans. <i>The Commonwealth Fund Newsletter</i>, January 14, 2021: https://www.commonwealthfund.org/publications/newsletter-article/2021/jan/medical-mistrust-among-black-americans • Parker, J. (2022). The case for integrating social determinants into palliative care. <i>Hospice News</i>, June 27, 2022: https://hospicenews.com/2022/06/27/the-case-for-integrating-social-determinants-into-palliative-care/ • Kataoka-Yahiro, M. R. et al. (2016). Asian and native Hawaiian family caregiver satisfaction with palliative care services in nursing homes. <i>International Journal of Palliative Nursing</i>, 22(3): 141 https://doi.org/10.12968/ijpn.2016.22.3.141 • Starr, L. T., Ulrich, C. M., et al. (2022). Hospice enrollment, future hospitalization, and future costs among racially and ethnically diverse patients who received palliative care consultation. <i>American Journal of Hospice & Palliative Medicine</i>, 39(6): 619-632. DOI: 10.1177/10499091211034383 <p>• Discussion Board 3</p>
<p>Module 6: 9/23 – 9/29/24</p> <p>Messaging Challenges (Part 1):</p>	<ul style="list-style-type: none"> • Messaging challenges • Cultural preferences 	<p>*Serious Illness Messaging Toolkit: https://seriousillnessmessaging.org/</p> <ul style="list-style-type: none"> • Get Palliative Care - Affiliated with Center to Advance Palliative Care (CAPC):

<p>Public Perceptions & Misunderstanding of PC & Hospice</p> <p>*Small-group presentations*</p>	<ul style="list-style-type: none"> • How messages resonate for HI families & communities • Challenges in building trust among patients & families for PC & hospice providers 	<ul style="list-style-type: none"> • https://getpalliativecare.org/wp-content/uploads/2021/01/GPC_WhatYouShouldKnowHandout_2019.pdf • https://getpalliativecare.org/whatis/ • Kōkua Mau – Palliative Care for Patients and Families: https://kokuamau.org/palliative-care-for-patients-and-families/ • Kōkua Mau – Palliative Care Messaging Tools for Hawai‘i: https://kokuamau.org/palliative-care-messaging-tools-for-hawaii/
<p>Module 7: 9/30 – 10/6/24</p> <p>Messaging Challenges (Part 2): Health Professionals’ Perceptions & Misunderstanding of PC & Hospice</p>	<ul style="list-style-type: none"> • Professional (Nursing, Medicine, Specialists, etc.) Cultures & Biases • Healthcare Organizations’ Internal Cultures • Inter-professional Communication Challenges 	<ul style="list-style-type: none"> • Kōkua Mau – Palliative Care for Professionals: https://kokuamau.org/palliative-care-for-professionals/ • National Hospice & Palliative Care Organization – Hospice Care Overview for Professionals: https://www.nhpco.org/hospice-care-overview/ • McDarby, M. & Carpenter, B. D. (2019). Barriers and facilitators to effective inpatient palliative care consultations: A qualitative analysis of interviews with palliative care and nonpalliative care providers. <i>American Journal of Hospice & Palliative Care</i>, 36(3):191-199. DOI: 10.1177/1049909118793635 • Allen, E., Stanek, J., Lundorf, J. (2022). Early palliative care initiation: Role of the Primary Care Clinician. <i>The Journal for Nurse Practitioners</i>, 18(5): 493-495. DOI: 10.1016/j.nurpra.2022.01.026 • Links to articles to be posted in Module 7. • Begin working on Case Study Matrix for Simulation session in Week 11 (Evolving case study & storyboards to be posted in Canvas)
<p>Module 8: 10/7 – 10/13/24</p> <p>Advance Care Planning (ACP) Challenges & Opportunities</p>	<ul style="list-style-type: none"> • Goals of Care Conversations – Barriers & Facilitators • Talk Story 	<ul style="list-style-type: none"> • The Conversation Project: https://theconversationproject.org/

<p>Guest speaker TBD</p>	<ul style="list-style-type: none"> • Roles of culture & faith • Bioethics of End-of-Life Care: Landmark Cases • Putting Patients’ Care Goals & Preferences in Writing: <ul style="list-style-type: none"> -Advance Health Care Directives (AHCD) -Provider Orders for Life-Sustaining Treatment (POLST) -Challenges related to ensuring that health care providers follow patients’ AHCD & POLST 	<p>Conversation Project Community Resources: https://theconversationproject.org/resources/community?redirdoc=12647#12647</p> <ul style="list-style-type: none"> • Kōkua Mau – Advance Care Planning: https://kokuamau.org/advance-care-planning/ • Hawaii Pacific Health: Advance Care Planning https://www.hawaiipacifichealth.org/services/advance-care-planning/ • Hill, A. & Culver, E. (2022). Three conversations to have about end-of-life care. Advisory Board, December 20, 2022: https://www.advisory.com/topics/strategy-planning-and-growth/2022/12/three-conversations • Discussion Board 4
<p>Module 9: 10/14 – 10/20/24</p> <p>Early vs. Late Referrals to PC & Hospice – Challenges of Short Duration of Care</p>	<ul style="list-style-type: none"> • Benefits of earlier PC & hospice referrals • Burdens/challenges for patients, families, and PC/hospice teams due to late referrals 	<ul style="list-style-type: none"> • Allsop, M. J., Ziegler, L.E., et al. (2018). Duration and determinants of hospice-based specialist palliative care: A national retrospective cohort study. <i>Palliative Medicine</i>, 32(8): 1322-1333. DOI: 10.1177/0269216318781417 • Mulville, A. K., Widick, N. N., Makani, N. S. (2019) Timely Referral to Hospice Care for Oncology Patients: A Retrospective Review. <i>American Journal of Hospice & Palliative Medicine</i>, 36(6): 466-471. DOI: 10.1177/1049909118820494 • Pelcovits, A., Olszewski, A. J. (2022) Impact of early palliative care on end-of-life outcomes in hematologic malignancies. <i>Journal of Palliative Medicine</i>, 25(4): 556-561. DOI: 10.1089/jpm.2021.0193 • Chidiac, C., Feuer, D. The need for early referral to palliative care especially for Black, Asian and minority ethnic groups in a COVID-19 pandemic: Findings from a service evaluation. <i>Palliative Medicine</i>, 34(9): 1241-1248. • Copies of articles will be posted in Module 9.
<p>Module 10: 10/21 – 10/27/24</p>	<ul style="list-style-type: none"> • Medicare hospice benefit • Value of hospice in Medicare 	<ul style="list-style-type: none"> • National Hospice & Palliative Care Organization (2023). The Medicare hospice benefit: https://www.nhpco.org/wp-

	<p>-Increased driving distances to homes, clinics or hospitals</p> <p>-Challenges of caring for seriously or terminally ill children or teens</p>	<p>DOI: 10.1177/10499091211064202</p> <ul style="list-style-type: none"> Lalani, N., Cai, Y. (2022). Palliative care for rural growth and wellbeing: Identifying perceived barriers and facilitators in access to palliative care in rural Indiana, USA. <i>BMC Palliative Care</i>, 21(1): 1-13. DOI: 10.1186/s12904-022-00913-8 Weaver, M. S., Neumann, M. L., et al. (2019). Human touch via touchscreen: Rural nurses' experiential perspectives on telehealth use in pediatric hospice care. <i>Journal of Pain & Symptom Management</i>, 60(5): 1027-1033. DOI: 10.1016/j.jpainsymman.2020.06.003. <p>*Copies of articles will be posted in Module 13.</p> <ul style="list-style-type: none"> NY Times "Op-Doc" video (22:09) - Nadia Tremonti, MD (Pediatric PC doctor): This doctor wants to humanize death: https://www.youtube.com/watch?v=DHBgTFHjPXI
<p>Module 14: 11/18 – 11/24/24</p> <p>Medical Aid-in-Dying (MAID)</p> <p>Guest speakers TBD</p>	<ul style="list-style-type: none"> Legally available in 10 states (including HI) & District of Columbia History of controversies re: MAID Clinicians specializing in MAID 	<ul style="list-style-type: none"> Hawaii's Our Care, Our Choice Act (End-of-Life Care Option): https://health.hawaii.gov/opppd/ococ/ Compassion & Choices: States where MAID is Authorized: https://compassionandchoices.org/resource/states-or-territories-where-medical-aid-in-dying-is-authorized/ ANA Position Statement Video (8:31): The Nurse's Role When a Patient Requests MAID: https://www.youtube.com/watch?v=mwuM0leGeps HospiceNurse Julie video (2:29): What It's Like to Die from Medical-Aid-in-Dying Medications: https://www.youtube.com/watch?v=G_jJahB_l_d4 Email Dr. Weiss discussion topics for Week 15 Discussion Board 6
<p>Module 15: 11/25 – 12/1/24</p> <p>Putting it All Together</p>	<p>Applying PC nursing minor content in clinical practice</p>	<ul style="list-style-type: none"> Please complete online course evaluation

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.