



# Chaminade University

School of Nursing and Health Professions  
Nursing

## NUR 362

### Physical & Psychological Dimensions of Palliative Care

Class locations & schedule: Eiben 201 in-person every other Tuesday at 5:00P-7:50 PM, alternating with synchronous online via Zoom every other Tuesday at 5:00P-7:50 PM

Credits: 3      Term: Spring 2025

#### Instructor Information



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

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

**Phone:** Cell 808-445-3412 (use only for time-sensitive texts)

**Office Location:** N/A

**Office Hours:** Tuesdays 4:00 – 4:50 PM (in classroom or via Zoom, before class)

**Virtual Office Hours:** By appointment, via Zoom (email to schedule)

**Course Website:** <https://chaminade.instructure.com/courses/41943>

**Communication:** Questions regarding this course can be emailed to the instructor at [daniel.weiss@chaminade.edu](mailto:daniel.weiss@chaminade.edu) using your Chaminade student email account provided. Please demonstrate professionalism by including a subject line that properly summarizes the contents of the message. Response time will usually be within 24 - 48 hours on business days, responses may be delayed on weekends or holidays. Online, in-person, or phone meetings may be arranged with the instructor.

#### School & Department Information

##### School of Nursing & Health Professions

If you have questions regarding the School of Nursing and Health Professions, reach out to your Instructor or the School of Nursing and Health Professions.

Office Location: 110 Henry Hall [nursing@chaminade.edu](mailto:nursing@chaminade.edu)

Phone: (808) 739-8340

## Course Description & Materials

### Catalog Course 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.

**Prerequisite:** NUR 361

### Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy.

### 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 for Evolving Case Study Simulation: 15 hours

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

### Required Materials

Matzo, M. & Sherman, D. W. (2019) *Palliative care nursing: Quality care to the end of life*. (5<sup>th</sup> Ed.). Springer Publishing Company.

McFadden, J. (2024) *Nothing to Fear: Demystifying Death to Live More Fully*. Tarcher Penguin.

HPNA Nursing Resource Guides (NRG's) - Need to first join Hospice & Palliative Nurses Association (HPNA) as a student member (no charge for full-time nursing students; instructor will assist you with this process). Then log in to your HPNA account. Then under the **Practice & Research** tab of their home page, click on **Nursing Resource Guides** on the lower left.

Booklet "When Death is Near: A Caregiver's Guide". Quality of Life Publications (Updated 2021)  
<https://www.qolpublishing.com/wp-content/uploads/2022/02/WDIN-Eng-v1.4-Sample.pdf>

Note: Some ELNEC Undergraduate modules will be reviewed during this course.

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

## Learning Outcomes

### Program Learning Outcomes (PLOs)

Upon completion of the bachelor of science nursing (BSN) program, the student will be able to:

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.
2. Apply leadership and communication skills to ensure quality, collaborative and continuous patient care.
3. Integrate credible research with clinical expertise and patient preferences for optimal care across the lifespan.
4. Incorporate informatics and healthcare technologies into the practice of professional nursing.
5. Contribute to the safety and quality improvement of the healthcare environment.

### Course Learning Outcomes (CLOs)

Upon completion of NUR 362, 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.

## 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, and integrity of creation.
5. Educate for adaptation and change.

## Native Hawaiian Values

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

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

## Alignment of Course Learning Outcomes

### Program Learning Outcomes

Key progression in professional nurse practice: I= Introduced to the concept/skill D= Developing M= Mastered	CLO 1	CLO2	CLO3	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 experience 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
<b>Alignment with Course Learning Outcomes (X=Alignment)</b>					
Marianist Values	X	X	X	X	X
Native Hawaiian Values	X	X	X	X	X

## Course Activities

### Assessment and Course Grading

Assignment/assessment descriptions and instructions can be found in the appropriate modules on Canvas. Students should carefully review the instructions & grading rubric for each assignment prior to completion. The proportion that each of the graded assignments contributes to your grade in this course is as follows:

<b>NUR 362 Graded Assessments</b> (Course Learning Objectives Evaluated)	<b>Percentage of Total Grade</b>
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>

## 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.

#### **Assignment Policy (all courses):**

- All assignments must be satisfactorily completed in order to pass this course.
- If you need extra time to complete any assignment due to illness or other extenuating circumstances, you must email the instructor at least 24-48 hours before the deadline.

#### **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.

#### **Late Work**

All assignments are expected to be submitted as designated on this syllabus/course schedule. Students must inform the instructor via email of any late assignments before the due date. Late written assignments in this course will receive an automatic 10% grade reduction per day past the due date and time. No late assignments will be accepted after the 5th calendar day. ALL assignments regardless of grade must be completed and submitted in order to receive a passing grade in this class.

In the rare occurrence that submission in Canvas is not accessible, please contact Help Desk Support and report any technical issues. The student is responsible for getting a reference number from Help Desk Support as evidence of any technical issues as requested by the faculty.

In an event that Canvas cannot be accessed to submit assignments on time, the student can email the course coordinator prior to the assignment deadline and attach the word document assignment. This procedure must only be used if Help Desk informs the student that Canvas is not accessible. The student is also responsible to post the completed assignment in Canvas when the site is accessible for grading purposes.

If requesting an extension on an assignment, the request must be formally submitted to the instructor **prior to the due date** unless there are extenuating circumstances. Extensions may be subject to the deduction of points as stipulated below in the late assignments section. The student is responsible for making sure that the document is the final version of the assignment. Any resubmissions may be subject to late penalty. Individual assignments must be done on an individual basis. When templates are used and information submitted appears to be duplicate information, suspicion of academic dishonesty may occur. Please review the policy of academic honesty in detail.

### Extra Credit

Extra credit is not permitted in the Nursing Program.

### 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.

### Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

### Grades of Incomplete

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

### Final Grades

Final grades are submitted to [Self-Service](#):

A = 90% and above

B = 80-89.9%

C = 70-79.9%

D = 60-69.9%

F = 59.9% and below

**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.**

## Important Information

### Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

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 the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up-to-date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Nursing students are responsible for promoting academic honesty in all educational settings.

**Any behavior that impedes assessment of course outcomes is considered academic dishonesty by the CUH SNHP.** Nursing students represent Chaminade University and the School of Nursing and Health Professions 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 by others to an instructor or to a university official. Academic dishonesty may include but not limited to: cheating, accessing or distributing test banks or test questions, plagiarism, unauthorized collaboration, deliberate interference with the integrity of the work of others, falsification of data, and submitting work for evaluation as one's own that was produced in whole or substantial part through the use of artificial intelligence tools or other tools that generate artificial content without permission from the instructor. Infractions may result in a reduced grade, repeating the assignment/ exam,



course failure or dismissal from the program. Please refer to “*Professional Behavior*” in the **Nursing and Health Professions BSN Student Handbook** for an in-depth explanation.

### **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.

### **Title IX and Nondiscrimination Statement**

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

### **Nondiscrimination Policy & Notice of Nondiscrimination**

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University’s Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### **CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students’ cell numbers will be connected to Chaminade’s emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### **Assessment for Student Work**

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

### **Students with Disabilities Statement**

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### **Kōkua 'Ike: Tutoring & Learning 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 on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

## Weekly Topics, Readings, & Assignment Due Dates

Course content may vary from this outline at the discretion of the instructor to meet the needs of each class. **NOTE:** Assigned readings, videos, modules, and other content are to be completed prior to class. Refer to course Canvas shell modules for updated details.

Week # - Class Date	Theme/Topics	Readings, Videos, Resources, etc.	Deliverable(s) & Due Date(s)
#1 - 1/7 In-Person	<b>Introduction PC Domain 1: Structure &amp; Processes of Care (Part 1)</b> Interdisciplinary PC & Hospice Teams: - Roles of Team Members - Interprofessional Collaboration - Comprehensive PC Assessment  <b>APA formatting of citations &amp; references</b>	*Matzo & Sherman, Chap. 1 & 2  • 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>  • 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>  *Nathan Adelson Hospice Video - Who is on the Hospice Care Team? <a href="https://www.youtube.com/watch?app=desktop&amp;v=m9KIRbm_gYM&amp;t=116s">https://www.youtube.com/watch?app=desktop&amp;v=m9KIRbm_gYM&amp;t=116s</a> *NHPCO Video – IDT Meeting: <a href="https://www.youtube.com/watch?v=IRkDwXdeSnA">https://www.youtube.com/watch?v=IRkDwXdeSnA</a>  • Review all resources & guidelines on proper APA formatting of citations & references posted in Week 1 module	• <b>Review course syllabus – Sign &amp; upload first page to Canvas by Monday, 1/13.</b>  • Patient/Caregiver Education Poster/Flier (Part 1) - Choose a specific serious illness; find & upload to Canvas references for 3-4 reputable sources (journal article, agency website, HPNA site, textbook pages) on PC management of that illness. <b>Topic &amp; properly formatted references due Monday, 1/20.</b>  • <b>Register for HPNA Student Membership</b> <a href="https://portal.advancingexcellence.org/HPNAweb/Membership/Student_Memberships.aspx">https://portal.advancingexcellence.org/HPNAweb/Membership/Student_Memberships.aspx</a>
#2 - 1/14 Zoom	<b>PC Domain 1 – Structure &amp; Processes of Care (Part 2)</b> - Interdisciplinary Team (IDT) - PC & Hospice - Communication - Coordination of Care - Interdisciplinary Care Plan - Care Transitions - Care Settings	• Matzo & Sherman – Chap. 3 • Connecticut Hospice: What is a Hospice Plan of Care? <a href="https://www.hospice.com/what-is-a-hospice-plan-of-care/">https://www.hospice.com/what-is-a-hospice-plan-of-care/</a> • Wagner (2023, March 11). <i>End of life (hospice care): Nursing diagnoses and care plans</i> . Nurse Together: <a href="https://www.nursetogether.com/end-of-life-hospice-nursing-diagnosis-care-plan/">https://www.nursetogether.com/end-of-life-hospice-nursing-diagnosis-care-plan/</a>	• <b>Discussion Board 1 – Due Tuesday, Jan. 21</b> (Monday, Jan. 20 is a federal & CUH holiday.)

<p><b>#3 - 1/21</b> <b>In-Person</b></p> <p><b>(Guest Presenter: Dr. Pat Nishimoto)</b></p>	<p><b>PC Domain 2: Physical Aspects of Care - Part 1 Palliative Pain Management</b></p> <p>Types of Pain: - Acute/Chronic - Nociceptive - Neuropathic</p> <p>Elements of Pain Assessment: -OLDCART -Pain Rating Scales -Impact on Functional Status, ADL's</p> <p>Pain Interventions: - Pharmacological Interventions -Categories &amp; Dosing of Pain Medications -Nonpharmacologic Interventions</p>	<ul style="list-style-type: none"> <li>• Matzo &amp; Sherman, Chap. 20</li> <li>• Review ELNEC Module 3 (Pain Mgmt.)</li> <li>• UW (University of Washington) Medicine Video - Pain Management for Patients (hospitalized - watch until 3:05): <a href="https://www.youtube.com/watch?v=8QHjx6hMcLY">https://www.youtube.com/watch?v=8QHjx6hMcLY</a></li> <li>• UCLA Nursing Video - Teach-back for Pain Management: <a href="https://www.youtube.com/watch?v=kBzzvsQ_B7M">https://www.youtube.com/watch?v=kBzzvsQ_B7M</a></li> <li>• Canadian Virtual Hospice Article: Does Morphine Make Death Come Sooner? <a href="https://www.virtualhospice.ca/en_US/Main+Site+Navigation/Home/Support/Support/Asked+and+Answered/Medications/Does+morphine+make+death+come+sooner.aspx">https://www.virtualhospice.ca/en_US/Main+Site+Navigation/Home/Support/Support/Asked+and+Answered/Medications/Does+morphine+make+death+come+sooner.aspx</a></li> </ul>	<ul style="list-style-type: none"> <li>• Work on Patient/Family Education Flier <b>(First draft of flier will be due Monday, 2/17; final revision will be due Monday, 3/10.)</b></li> </ul>
<p><b>#4 - 1/28</b> <b>Zoom</b></p>	<p><b>PC Domain 2: Physical Aspects of Care - Part 2 Palliative Symptom Management</b></p> <ul style="list-style-type: none"> <li>• Respiratory symptoms</li> <li>• GI symptoms</li> <li>• Neuro symptoms</li> <li>• Fatigue, Insomnia</li> <li>• Anorexia, cachexia</li> <li>• Altered skin integrity</li> </ul>	<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 re: Dyspnea; Fatigue; Seizures; Nausea &amp; Vomiting; Palliative Wound Care</li> <li>• Hospice Nurse Julie Video - Palliative Care is Symptom Management: <a href="https://www.youtube.com/shorts/5YpP04ZWNIE">https://www.youtube.com/shorts/5YpP04ZWNIE</a></li> </ul>	<ul style="list-style-type: none"> <li>• Work on Patient/Family Education Flier <b>(First draft of flie due Monday, 2/17; final revision due Monday, 3/3.)</b></li> </ul>
<p><b>#5 - 2/4</b> <b>In-Person</b></p>	<p><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: - Heart Failure - CAD - CVA Lung Diseases: -COPD -Pulmonary Fibrosis</p>	<p>*Matzo &amp; Sherman, Chap. 13 – 15</p> <ul style="list-style-type: none"> <li>• Get Palliative Care: Cancer and Palliative Care: <a href="https://getpalliativecare.org/whatis/disease-types/cancer-palliative-care/">https://getpalliativecare.org/whatis/disease-types/cancer-palliative-care/</a></li> <li>• Get Palliative Care: Heart Failure and Palliative Care: <a href="https://getpalliativecare.org/whatis/disease-types/congestive-heart-failure-palliative-care/">https://getpalliativecare.org/whatis/disease-types/congestive-heart-failure-palliative-care/</a></li> <li>• Get Palliative Care: COPD &amp; Palliative Care:</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion Board 2 Due Monday, Feb. 10</b></li> <li>• Work on Patient/Family Education Flier <b>(First draft of flier will be due Monday, 2/17; final revision will be due Monday, 3/10.)</b></li> </ul>

		<a href="https://getpalliativecare.org/whatis/disease-types/chronic-obstructive-pulmonary-disease-copd-palliative-care/">https://getpalliativecare.org/whatis/disease-types/chronic-obstructive-pulmonary-disease-copd-palliative-care/</a>	
<b>#6 - 2/11 Zoom</b>	<b>PC Domain 2: Physical Aspects of Care - Part 4 Palliative Management of Life-Limiting Illnesses &amp; Disease Progression (cont'd.)</b> Dementias: -Alzheimer's -Lewy-Body Neuro-degenerative Diseases: -Parkinson's -ALS Liver Disease – Cirrhosis Renal Disease Comorbidities: Debility Weight Loss; Protein-Calorie Malnutrition	<ul style="list-style-type: none"> <li>• Matzo &amp; Sherman – Chap. 16 – 18</li> <li>• HPNA Nursing Resource Guide re: Dementia</li> <li>• CAPC – Assessing Needs of People Living with Dementia: <a href="https://www.capc.org/documents/download/550/">https://www.capc.org/documents/download/550/</a></li> <li>• Get Palliative Care – Dementia &amp; PC: <a href="https://getpalliativecare.org/whatis/disease-types/dementia-palliative-care/">https://getpalliativecare.org/whatis/disease-types/dementia-palliative-care/</a></li> <li>• Get Palliative Care: Parkinson's &amp; PC <a href="https://getpalliativecare.org/whatis/disease-types/parkinsons-disease-palliative-care/">https://getpalliativecare.org/whatis/disease-types/parkinsons-disease-palliative-care/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Work on Patient/Family Education Flier <b>(First draft of flier will be due Monday, 2/17; final revision will be due Monday, 3/10.)</b></li> </ul>
<b>#7 - 2/18 In-Person</b>	<b>PC Domain 3: Psychological &amp; Psychiatric Aspects of Care</b> -Anxiety -Depression -Delirium -Anger/Hostility -Chronic pain effects -Treatment Modalities -Referrals PRN to Mental Health Providers	<ul style="list-style-type: none"> <li>• Matzo &amp; Sherman – Chap. 22</li> <li>• HPNA Nursing Resource Guides re: -Anxiety; -Delirium</li> <li>* The Care Plan Video: Anxiety in End of Life Care: <a href="https://www.youtube.com/watch?v=lyTbOVSI65Y">https://www.youtube.com/watch?v=lyTbOVSI65Y</a></li> <li>* Memorial Sloan Kettering Video: Delirium - A Guide for Caregivers: <a href="https://www.youtube.com/watch?v=B33YESMFWOU">https://www.youtube.com/watch?v=B33YESMFWOU</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Revise Patient/Family Education Flier</b> (get feedback from your nursing classmates) <b>Final revision of flier due Monday, 3/10.</b></li> </ul>

<p><b>#8 - 2/25 Zoom</b></p>	<p><b>PC Domain 7: Care of the Patient Nearing the End of Life (EOL)</b></p> <ul style="list-style-type: none"> <li>-Common Symptoms &amp; Situations in Final Days or Weeks of Life</li> <li>-Managing Symptoms at EOL</li> <li>-Educating and Supporting Patients/Caregivers approaching EOL</li> <li>-Educational (“what to expect”) Guidebooks</li> <li>-Hospice Team Available 24/7</li> <li>-General Inpatient (GIP) Hospice</li> <li>-Care of Patient in Final Hours &amp; Family Support After Death</li> <li>-Bereavement Support to Surviving Caregivers</li> <li>-Support for IDT Members Caring for Patients/Families at EOL</li> </ul>	<ul style="list-style-type: none"> <li>• Matzo &amp; Sherman, Chap. 27</li> <li>• ELNEC Module 6</li> <li>• HPNA Nursing Resource Guide re: End of Life</li> <li>• Hospice Nurse Julie Video: 10 Signs Death is Near on Hospice: <a href="https://www.youtube.com/watch?v=j92souF67ho">https://www.youtube.com/watch?v=j92souF67ho</a></li> <li>• St. Johns Hospice (UK) Video - Nutrition &amp; Fluids at End of Life: <a href="https://www.youtube.com/watch?v=kLEpXk1mRRo">https://www.youtube.com/watch?v=kLEpXk1mRRo</a></li> <li>• NY Times Video: A Lesson in Dying - A Nurse With Cancer Offers Herself as Instruction in Caring: <a href="https://www.youtube.com/watch?v=-a7REdsSvSI">https://www.youtube.com/watch?v=-a7REdsSvSI</a></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion Board Due Monday, 3/3</b></li> <li>• <b>Revise Patient/Family Education Flier</b> (based on feedback from instructor &amp; your nursing classmates) <b>Final revision due Monday, 3/10.</b></li> </ul>
<p><b>#9 - 3/4 In-Person</b></p>	<p><b>Evidence-Based Prognostication</b></p> <ul style="list-style-type: none"> <li>-Why Prognosis Matters</li> <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 w/Pts.,Families</li> <li>-Importance of Hope</li> </ul>	<ul style="list-style-type: none"> <li>• Kokua Mau Video: Dr. Daniel Fischberg – Prognostication &amp; PC (Watch through 33:58): <a href="https://www.youtube.com/watch?v=s2hucV6SGEM">https://www.youtube.com/watch?v=s2hucV6SGEM</a></li> <li>• IMPACT ICU: Nurse-Family Communication: <a href="https://www.vitaltalk.org/wp-content/uploads/Nurse-Family-Conversation-Goals-Skills_IMPACT-ICU-23Mar2017.pdf">https://www.vitaltalk.org/wp-content/uploads/Nurse-Family-Conversation-Goals-Skills_IMPACT-ICU-23Mar2017.pdf</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>	<ul style="list-style-type: none"> <li>• <b>Revise Patient/Family Education Flier</b> (based on feedback from instructor &amp; your nursing classmates) <b>Final revision due Monday, 3/10.</b></li> </ul>

<b>#10 - 3/11 Zoom</b>	<b>PC Services in Hawai'i</b> -Inpatient PC -Outpatient PC -Home-based PC/Hospice -Advance Care Planning -Kokua Mau	<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</li> </ul>	<b>Begin working on PC Case Study Matrix (based on Julio Granda evolving case study)</b> <b>First draft of Matrix due on Tuesday, 4/8, after Simulation session</b>
<b>3/17-3/21</b>	<b>**Spring Break**</b>	<b>No Classes this week</b>	
<b>#11 - 3/25 In-Person</b>	<b>Hospice Care – Part 1</b> - Definition of hospice - Hospice Eligibility Criteria - Hospice Benefits & Services - Guest speakers from local hospice team	<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> </ul>	<ul style="list-style-type: none"> <li><b>Discussion Board 4 Due Mar. 31</b></li> <li><b>Continue working on PC Case Study Matrix (based on Julio Granda evolving case study)</b> <b>First draft of Matrix due on Tuesday, 4/8, after Simulation session</b></li> </ul>
<b>#12 – 4/1 Zoom</b>	<b>Hospice Care – Part 2</b> -Hospice Diagnoses - Local Coverage Determinations (LCD's) -Hospice Certification & Recertification -Hospice Case Study Discussions & Role-Plays	Centers for Medicare & 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>	<ul style="list-style-type: none"> <li><b>Continue working on PC Case Study Matrix (based on Julio Granda evolving case study)</b> <b>First draft of Matrix due on Tuesday, 4/8, after Simulation session</b></li> </ul>
<b>#13 - 4/8 In-Person (Sim Lab)</b>	<b>Clinical Simulation on Caring for Patients &amp; Families at EOL (based on Julio Granda evolving case study)</b>	<ul style="list-style-type: none"> <li>Preview Case Study, Storyboards, &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>	<b>Edit/revise your Case Study Matrix (based on instructor feedback) and submit by Monday, 4/14</b>

<b>#14 - 4/15 Zoom</b>	Sim. Session Reflections & Discussion; Review Care of Patient Nearing End of Life; Social Model Hospice Facilities for Houseless Individuals	<p>*Hospice Nurse Julie Video: What I would want if I was placed on Hospice Care at the End of Life:  <a href="https://www.youtube.com/watch?v=CsUtgNi2Hg">https://www.youtube.com/watch?v=CsUtgNi2Hg</a></p> <p>*The Care Plan – How the Body Dies:  <a href="https://www.youtube.com/watch?v=Y8u8n91zNsw">https://www.youtube.com/watch?v=Y8u8n91zNsw</a></p> <p>*Jensen &amp; Thorpe (2024) Social Model Hospice- Providing Hospice &amp; Palliative Care for a Homeless Population in Salt Lake City,Utah(pdf in Week 14 module)</p>	<b>Discussion Board 5 Due Monday, 4/21</b>
<b>#15 - 4/22 In-Person</b>	<b>Putting it All Together:</b> -Sharing Reflections -Applying Primary PC Knowledge & Skills in Any Clinical Setting		
<b>4/28 - 5/2</b>	<b>***Finals Week***</b>	No NUR 362 Class this week	