



Chaminade University

School of Nursing and Health Professions
Nursing

NUR 361 – Exploring Palliative Care

Locations and Class meeting schedule:

In-Person in Henry 225, Alternating with Synchronous Online (Zoom) - Tuesdays 5:00P-7:50P

Credits: 3

Term: Fall 2025

Course Website: <https://chaminade.instructure.com/courses/42807>

Co-Instructors' Information

Course Coordinator & Co-Instructor: Dan Weiss, DNP, RN, CHPN (Adjunct Faculty)

Email: daniel.weiss@chaminade.edu

Cell: 619-871-3409

Office Hours: By appointment via Zoom

Co-Instructor: Patricia Nishimoto, DNS, FAAN

Email: patricia.nishimoto@chaminade.edu

Cell: 808-295-1950 (cell)

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.

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: Student Services Support Building - Rm. 101

Office Email: nursing@chaminade.edu

Office Phone: (808) 739-8340

Course Description & Materials

Catalog Course Description

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

Course Overview

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

Required Learning Materials

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

McFadden, J. (2024) *Nothing to fear: Demystifying death to live more fully*. Tarcher Penguin.

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

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

If you have any problems accessing the modules after completing the registration process and purchase, please call Relias Support at 800-910-0223, option 2. Their hours of operation are 8 AM - 8 PM ET M - F.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the bachelor of science nursing 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 361, the student will be able to:

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

Marianist Values

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

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

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

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

Native Hawaiian Values

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

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

Course Learning Outcomes

Alignment of Course Learning Outcomes (CLO) with 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

Alignment with Course Learning Outcomes: X = Alignment	CLO1	CLO2	CLO3	CLO4	CLO5
Marianist Values	X	X	X	X	X
Native Hawaiian Values	X	X	X	X	X

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

Technical Assistance for Canvas Users:

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

Tutoring and Writing Services

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

Course Activities

Assessment and Course Grading

Assignment/assessment descriptions and instructions can be found in the appropriate modules on Canvas. Students are required to review the expectations of each assignment/assessment prior to completion.

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

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

NUR 361 Grading Assessments (Course Learning Objectives Evaluated)	Percentage of Total Grade
14 Weekly Journal Reflections (1 - 5)	35%
In-Class or Video Small-Group Presentation (1 – 3)	33%
PC Case Study Matrix for Simulation Session (1 – 5)	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%)
- F Failed to grasp the minimum subject matter; no credit given (69.99% or below)

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

Extra Credit

Extra credit is not permitted in the Nursing Program.

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.

Credit Hour Policy

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

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

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

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

Writing Journal Reflections: 14 hours

Researching & writing Case Study Matrix: 16 hours

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

Important University 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.

SNHP Academic Conduct Policy

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. **For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.**

Nondiscrimination Policy & Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). 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](#).

Hazing Prevention Resources and Athlete Helpline:

Assists athletes, parents, coaches, and any allies interested in ensuring physical and mental safety for sports communities by offering confidential emotional support, crisis intervention, informational athlete-focused resources, and guidance related to concerns about any type of abuse—including hazing.

Chaminade University's Hazing Policy:

<https://catalog.chaminade.edu/studenthandbook/codeofconduct>

<https://hazingpreventionnetwork.org/athlete-helpline/>

<https://hazingpreventionnetwork.org/how-to-report-hazing/>

Basic Needs Resources: <https://chaminade.edu/basic-needs/>

Campus Safety/ SafeSwords

A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events. [SafeSwords Webpage](#)

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.

Student 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 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 or 808-739-8305. [Late Work Policy](#)

For each day that any assignment is submitted after the due date/time, 10% of the assignment's point value will be deducted from the assignment grade. Assignments will not be accepted more than 7 days after the due date.

Grades of "Incomplete": See Nursing & Health Professions BSN Student Handbook [Link](#).

Writing Policy

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

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; respect your classmates and instructor.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible at the start of this semester, your instructor reserves the right to change any provision herein as needed at any time during the semester. The Course Coordinator will make every effort to keep you advised of such changes.

Other 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 **in advance** 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, or by leaving a message with the instructor's division office (School of Nursing & Health Professions). It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive failing grade.

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

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

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first (**before class**) with Course Coordinator 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](#)

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

Week-by-Week Class Topics, Readings, Learning Resources, Assignments

Tentative Course Schedule (Note: Topics, Speakers, Readings & Videos may change from syllabus during the semester. Check Modules & Announcements in Canvas weekly for updates.)

Date - Week (Location)	Topics	Readings/Assignments
8/26/25 – Week 1 (in-person)	<ul style="list-style-type: none"> Course Orientation “Ice-Breaker”: Student & Co-instructors Introductions; get to know one another Introduction to Palliative Care (PC) & Hospice Nursing Videos about PC: <ul style="list-style-type: none"> -Palliative Care, a Different Voice in Healthcare: Timothy Ihrig at TEDxDesMoines: https://www.youtube.com/watch?v=Bl-CnsKyOuk&t=387s -A Patient’s Story Using PC in HI: https://www.youtube.com/watch?v=eURPV4jxgZc&t=9s Where PC is provided in HI: https://kokuamau.org/where-to-find-palliative-care-in-hawaii/ https://kokuamau.org/palliative-care/community-based-palliative-care-services-in-hawaii/ 8 Domains of Quality PC AACN CARES Competencies 	<p>Readings:</p> <ul style="list-style-type: none"> Matzo & Sherman – Chap. 1 ELNEC Undergraduate - Module 1 AACN CARES Competencies – (Page 4) https://www.aacnnursing.org/Portals/42/AcademicNursing/Tool%20Kits/Essentials/Alignment-CARES-G-CARES-Essentials.pdf National Consensus Project: Clinical Practice Guidelines for Quality PC (8 Domains - page iv in Foreword): https://www.nationalcoalitionhpc.org/wp-content/uploads/2020/07/NCHPC-NCPGuidelines_4thED_web_FINAL.pdf <p>Assignments:</p> <ul style="list-style-type: none"> -Review course syllabus, sign & upload first page to Canvas -Submit your “ice-breaker” responses -Submit certificate for ELNEC Module 1 -Journal Reflection (200-250 words, due weekly) for Weeks 1 – 14, summarizing: <ul style="list-style-type: none"> Key points you have learned re: serious illness, PC & hospice care Your perspectives & feelings re: what you’ve learned Your questions or concerns re: PC See Journal Reflection rubric

<p>9/2/25 – Week 2 (on Zoom)</p>	<p>Domain 1 – Structure & Processes of Care</p> <ul style="list-style-type: none"> • Communication • Interdisciplinary Team in PC (Roles, collaboration, case scenarios, Q&A) • Video: A Caregiver’s Journey with Palliative Care in 3 Minutes: https://www.youtube.com/watch?v=eURPV4jxgZc&t=9s <p>Special Guests – Pali Momi PC Team:</p> <ul style="list-style-type: none"> • David Kalir, DO • Kimberly Mora, NP • Nikky Kawaguchi, MSW, LCSW • Rabbi Ken Aronowitz, Chaplain 	<p>Readings:</p> <ul style="list-style-type: none"> • Matzo & Sherman – Chap. 2 & 3 • ELNEC Undergraduate - Module 2 <p>Assignments:</p> <ul style="list-style-type: none"> • Weekly journal reflection • Begin working on small-group presentation/video, to be delivered in-class week 6. Create a 3-4 minute, evidence-based “infomercial” (live presentation or video) explaining PC & how PC can help a particular population (See rubric for details) <p>*Submit your group’s topic in Canvas)</p>
<p>9/9/25 – Week 3 (in-person)</p>	<p>Domain 2: Physical Aspects of Care -Part 1</p> <ul style="list-style-type: none"> • Pain Management • Symptom Management (Dyspnea, GI Symptoms, Fatigue, Anxiety/Depression) 	<p>Readings:</p> <ul style="list-style-type: none"> • Matzo & Sherman, Chap.20–22; 24–25 • ELNEC Undergraduate Modules 3 & 4 <p>Assignments:</p> <ul style="list-style-type: none"> • Weekly journal reflection • Continue working on small-group presentation/video (due week 6)
<p>9/16/25 – Week 4 (in person)</p>	<p>Domain 2: Physical Aspects of Care -Part 2</p> <p>Palliative management of serious illnesses:</p> <ul style="list-style-type: none"> • Cancer • Heart disease • Lung disease • Neurological diseases • Renal disease • Liver disease 	<p>Readings:</p> <ul style="list-style-type: none"> • Matzo & Sherman, Chap. 13 – 18 <p>Assignments:</p> <ul style="list-style-type: none"> • Weekly journal reflection • Continue working on small-group presentation/video (to be presented in-class week 6)
<p>9/23/25 – Week 5 (on Zoom)</p> <p>(Dr. Weiss off this week)</p> <p>Dr. Pat & guests: Dr. Jim Tyson (psychologist) or Deb Wright, Psych CNS</p>	<p>Domain 3: Psychological Aspects of Care</p> <ul style="list-style-type: none"> • Emotional distress, anxiety, depression • Acute delirium • Patient and family coping strategies and dynamics related to psychological concerns and distress • Cultural considerations • Spiritual considerations • Substance use disorder (risks, current) • Risk or history of attempted suicide • Patient/family education and support 	<p>Readings:</p> <ul style="list-style-type: none"> • Matzo & Sherman, Chap. 9, 11, 22 <p>Assignments:</p> <ul style="list-style-type: none"> • Weekly journal reflection

<p>9/30/25 – Week 6 (in-person)</p> <p>Guest: Alan Gamble, LCSW (retired SW from Tripler Army Medical Center)</p> <p>3rd hour: Small-group In-class presentations</p>	<p>Domain 4: Social Aspects of Care</p> <ul style="list-style-type: none"> • Family structure and function, including roles, quality of relationships • Communication, and decision-making preferences and patterns • Patient and family strengths, resiliency, social and cultural support, spirituality • Patient and family perceptions about caregiving needs, caregiver availability • Caregiver role change, stress, burden • Availability and ability of a support system to help with respite, errands etc. • Prior experiences with illness, disability and loss • Risk of abuse, neglect or exploitation • Risk of social isolation • Functional limitations that impact activities of daily living (ADL's) • Changes in patient or family members' school enrollment, employment • Changes in living arrangements and their impact on patients and families • Economic security, ability to pay for housing, food, medications, etc. • Assessment of military service, eligibility for VA benefits • Quality of life, including safety issues • Final arrangements for burial/cremation 	<p>Readings:</p> <ul style="list-style-type: none"> • Matzo & Sherman, Chap. 8, 9 • US Department of Health & Human Services (2023) - Healthy People 2030 > Social Determinants of Health: https://health.gov/healthypeople/priority-areas/social-determinants-of-health <p>Assignments:</p> <ul style="list-style-type: none"> • Weekly journal reflection
<p>10/7/25 – Week 7 (on Zoom)</p> <p>Guest presenters: 2 local PC/Hospice or hospital chaplains</p>	<p>Domain 5: Spiritual Aspects of Care</p> <ul style="list-style-type: none"> • Sources of spiritual strength & support • Existential concerns such as lack of meaning, questions about one's own existence, meaning and suffering • Concerns about relationship to God, the Holy, such as anger or abandonment • Struggles related to loss of faith, community of faith, or spiritual practices • Cultural norms & preferences impacting belief systems and/or spiritual practices • Hopes, values, fears, meaning, purpose 	<p>Readings:</p> <ul style="list-style-type: none"> • Matzo & Sherman, Chap. 6 <p>Assignments:</p> <ul style="list-style-type: none"> • Weekly journal reflection

<p>10/14/25 – Week 8 (In-person)</p> <p>Hope Young (Kokua Mau) & RN from Filipino Nurses Assn.</p>	<p>Domain 6: Cultural Aspects of Care</p> <ul style="list-style-type: none"> • Cultural practices, customs, beliefs, and values relevant during serious illness, the dying process, at the time of death, and post-death • Preferred name, pronouns, gender identity • Preference for IDT interaction, decision-making (communal, collective, or individualistic) • Truth-telling and whether the preferred cultural practice is to share or not share diagnosis and/or prognosis with patient • Preferred and taboo practices (eg, using the words “dying” and “death” or the place of death) • Community resources and supports, including community leaders, faith community, or cultural groups • Preferences related to physical contact • Level of health literacy <p>Underserved Populations (Speakers TBD):</p> <ul style="list-style-type: none"> • Native Hawaiian, Pacific Islander • LGBTQ+ • Houseless, impoverished • People w/substance abuse, mental illness • Veterans 	<p>Readings:</p> <p>*Cormack, C., Paice, J., & Panke, J. T. (2019). Cultural considerations in palliative care. In B. R. Ferrell & J. A. Paice (Eds.), <i>Oxford textbook of palliative nursing</i> (5th ed., pp.469-482). Oxford University Press. (See pdf of chapter in Canvas Week 8).</p> <ul style="list-style-type: none"> • Olney, C., Stroe, S., & Hughes, A. (2019). Poor, homeless, and underserved populations. In B. R. Ferrell & J. A. Paice (Eds.), <i>Oxford textbook of palliative nursing</i> (5th ed., pp. 490-502). Oxford University Press. (See pdf of chapter in Canvas Week 8). <p>Assignments:</p> <ul style="list-style-type: none"> • Weekly journal reflection
<p>10/21/25 – Week 9 (on Zoom)</p> <p>Guest Presenters: Michelle Cantillo, RN (HPH ACP Coord.)</p> <p>Laurie Adamshick, Esq. (Elder Law Specialist)</p>	<p>Domain 8: Ethical & Legal Aspects of Care</p> <ul style="list-style-type: none"> • Advance care planning with patients, families, surrogate decision-makers • HI Advance Directive-POLST • Ethical concerns for patients, families • Ethical concerns for clinicians • Moral injury/distress • Moral Resiliency 	<p>Readings:</p> <ul style="list-style-type: none"> • Matzo & Sherman – Chap. 4 & 5 <p>Kōkua Mau online resources & videos:</p> <ul style="list-style-type: none"> • Advance Care Planning: https://kokuamau.org/advance-care-planning/ • Advance Directives: https://kokuamau.org/advance-directives/ • POLST: https://kokuamau.org/polst/ https://kokuamau.org/advance-directives/ <p>Assignment: Journal Reflection</p>

<p>10/28/24 – Week 10 (on Zoom)</p> <p>Guest Speakers: Local Hospice RN's (TBD)</p>	<p>Hospice Care</p> <ul style="list-style-type: none"> • Origins of modern hospice care • Medicare hospice benefit • Hospice interdisciplinary team (IDT) • Hospice plan of care • Types of discharge from hospice care • Non-profit or for-profit hospices • Other issues related to hospice care 	<p>Readings:</p> <ul style="list-style-type: none"> • Kokua Mau webpage on Hospice Care: https://kokuamau.org/hospice-providers/ • CaringInfo pages on Hospice Care: https://www.caringinfo.org/types-of-care/hospice-care/ <p>Assignments:</p> <ul style="list-style-type: none"> • Weekly journal reflection
<p>11/4/25 – Week 11 (In-person)</p> <p>Guest speakers: Alan Gamble, LCSW</p> <p>Maggie Richy, MSW (Navian Support Services Manager, including Bereavement Dept.)</p>	<p>Loss, Grief & Bereavement</p> <ul style="list-style-type: none"> • Loss and suffering • Grieving across the life span • Grief – differing theories • Nurse's role • Mourning practices vary among cultures • Role of faith/religion • Bereavement 	<p>Readings:</p> <ul style="list-style-type: none"> • Matzo & Sherman – Chap. 11 • McFadden – Chap. 10 • ELNEC Undergraduate – Module 5 <p>Assignments:</p> <p>Weekly journal reflection</p>
<p>11/11/25 – Week 12 (Veteran's Day Holiday; University closed - No synchronous class session)</p> <p>Asynchronous learning this week – readings; short videos; pre-recorded Zoom interview with Kimberly Wun, NP, Kaiser MAID pgm. & Joy Sanchez, Death Doula)</p>	<p>Domain 7: Care of the Patient Nearing End of Life</p> <ul style="list-style-type: none"> • Assessing & teaching of physical, cognitive & behavioral changes approaching end of life • Emotional & spiritual needs of patients & families approaching end of life • Preparing for death • Importance of presence & compassion • Self-care for nurses, other clinicians • Final hours in different care settings • Medical Aid-in-Dying (Hawaii's Our Choice, Our Care Act – End of Life Care Option) 	<p>Readings:</p> <ul style="list-style-type: none"> • Matzo & Sherman – Chap. 27 • McFadden – Chap. 5 • ELNEC Undergraduate – Module 6 • Hospice of Santa Cruz County (2021). <i>When death is near: A caregiver's guide</i>. Quality of Life Publications. (online sample booklet) https://www.qolpublishing.com/wp-content/uploads/2022/02/WDIN-Eng-v1.4-Sample.pdf • Medical Aid-in-Dying (Hawaii's Our Choice, Our Care Act – End of Life Care Option): https://health.hawaii.gov/opppd/ococ/ <p>Assignments:</p> <ul style="list-style-type: none"> • Weekly journal reflection • First draft of Case Study Matrix; prepare for Simulation on 11/18

11/18/25 – Week 13 (in-person, in Simulation Lab) (No other class content)	Pre-Briefing; Case Simulation; Debriefing <ul style="list-style-type: none"> • Students will play various roles in evolving case study • Focus on using your evidence-based interventions from PC Case Study Matrix 	Readings: *Review evolving case study scenarios, storyboards & instructions Assignments: <ul style="list-style-type: none"> • First Draft of Case Study Matrix due this week (to use during simulations) • Final version of Revised Case Study Matrix due next week (for grading) • Continue weekly journal reflection
11/25/25 – Week 14 (in-person or Zoom) Guest Presenters: Joline Murillo, RN (Navian Hawai'i Pediatric Hospice) Jasmin Jensen, MD (Pediatric PC physician at Kapi'olani & hospice consultant)	Pediatric PC & Hospice <ul style="list-style-type: none"> • General principles • Symptom assessment & management • Psychosocial & spiritual support • Special patient populations • End-of-life care <p>Guest Presenters from Kapi'olani Pediatric PC Team & Navian Hawai'i Pediatric Hospice Program (individuals TBD)</p>	Readings: Battista, V. & LaRagione, G. (2019). Pediatric hospice and palliative care. In B. R. Ferrell & J. A. Paice (Eds.), <i>Oxford textbook of palliative nursing</i> (5 th ed., pp.708-726). Oxford University Press. (See pdf in Canvas Week 14 module) Assignments: <ul style="list-style-type: none"> • Weekly journal reflection
12/2/25 – Week 15 (In-person; potluck dinner) Last week of class. Note: No final exam during Finals Week!	Concluding Discussion: Sharing reflections, questions, feedback about NUR 361, looking ahead to NUR 362	Please complete anonymous course evaluation (online) to help us improve this course in future years.

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 Canvas Announcements and/or Chaminade email of any changes. It is recommended that you check your Chaminade email and the Canvas course site frequently for announcements. All students will be held responsible to read, understand, and clarify the content within this document and within any future Canvas Announcements and/or emails from the Course Coordinator.