



School of Nursing and Health Professions
Nursing

NUR 363 – Social, Spiritual, Cultural, Ethical & Legal Dimensions of Palliative Care

Locations and Class Meetings:

Asynchronous Online, with Occasional Synchronous Zoom Sessions

Credits: 3

Term: Fall 2025

Course Website: <https://chaminade.instructure.com/courses/43169>

Instructor Information

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

Email: daniel.weiss@chaminade.edu

Cell: 619-871-3409

Office Hours: By appointment via Zoom

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 363 is an elective, didactic course open to nursing and non-nursing majors, with no course prerequisites. It is the third 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.

Prerequisite: NUR 361

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.

Hospice & Palliative Nurses Association Nursing Resource Guides

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 363, the student will be able to:

1. Utilize the nursing process to advocate for ethical, culturally sensitive, patient-centered palliative care for seriously ill & dying patients & their loved ones, incorporating the Marianist value of service, justice, and peace
2. Apply leadership skills, social justice & moral courage to communicate respectfully with seriously ill patients, their families, and communities in delivering high-quality palliative care
3. Integrate evidence-based research, clinical expertise, client preferences, evolving socioeconomic factors and social determinants of health to promote diversity, equity and inclusion in delivering quality palliative care.
4. Incorporate psycho-social, spiritual and cultural assessment data with healthcare technologies to develop and implement holistic plans of care that address patients' & families' social, spiritual, grief & bereavement needs
5. Contribute to care safety and quality improvement by integrating self-care behaviors and one's own cultural & spiritual values to cope with caring for seriously ill & dying patients and their loved ones.

Marianist Values

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

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

In NUR 363, we strive to provide you with a quality nursing education through the lens of the Marianist value of service, justice, and peace. The following attitudes, skills, and knowledge related to social justice are expected in this course:

1. Demonstrate the professional standards of moral, ethical, and legal conduct.
2. Assume accountability for personal and professional behaviors.
3. Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.
4. Reflect on one's own beliefs and values as they relate to professional practice.
5. Identify personal, professional, and environmental risks that impact personal and professional choices and behaviors.
6. Recognize the impact of attitudes, values, and expectations on the care of the very young, frail older adults, and other vulnerable populations..
7. Access interprofessional and intraprofessional resources to resolve ethical and other practice dilemmas.
8. Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development.

Native Hawaiian Values

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

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

[Course Learning Outcomes](#)

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:

List of Assessments	Course Grade %
Weekly: "3 Takeaways, 1 Application, 1 Question" (14)	14%
Discussion Boards (4)	20%
Small-Group, Film-Based Case Study Matrix & Presentation	31%
Case Study Matrix for Sim.Session	35%
Total:	100%

Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative (90.0% - 100.0%)
- B Superior work done in a consistent and intellectual manner (80.0%-89.99%)
- C Average grade indicating a competent grasp of subject matter (70.0%-79.99%)
- 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 initial syllabus during the semester. Check Modules & Announcements in Canvas weekly for updates.)

Module - Week	Topics	Readings/Assignments/Deliverables
<p style="text-align: center;"><u>MODULE 1</u> <u>Week of 8/25/25 – 8/31/25</u></p>	<p style="text-align: center;">Introduction to Course PC Domain 4 – Social Aspects of Care (Part 1)</p> <ul style="list-style-type: none"> -Role of medical social worker (MSW) on PC & hospice interdisciplinary teams (IDT's) -Psycho-social assessment of patients & families -Assessing & supporting emotional aspects of care -Social Determinants of Health -Social factors' impacts on seriously ill patients & families -Collaborating with community-based services/organizations 	<p>* Review Course syllabus – sign and upload to Canvas</p> <p>Module 1 Content (in Canvas):</p> <p>* Review AACN CARES PC Competencies for Undergraduate Nursing Students (p. 4) https://www.aacnnursing.org/Portals/42/AcademicNursing/Tool%20Kit/s/Essentials/Alignment-CARES-G-CARES-Essentials.pdf</p> <p>*National Consensus Project's Clinical Practice Guidelines for Quality PC – Domain 4 (pp. 26-31) https://www.nationalcoalitionhpc.org/wp-content/uploads/2020/07/NCHPC-NCPGuidelines_4thED_web_FINAL.pdf</p> <p>* Watch Video: Palliative Social Work - Caring for Seriously Ill Persons: https://www.youtube.com/watch?v=OJRIH3BW4DM</p> <p>*Graded Assignment: "3 Takeaways, 1 Application, and 1 Question"</p>

<p><u>MODULE 2</u> <u>Week of 9/1/25 – 9/7/25</u></p>	<p>PC Domain 4 – Social Aspects of Care (Part 2) -Caregivers’ roles -Caregiver role stress & burnout -Emotional support for & care coordination with patients, families, Interdisciplinary Team</p>	<p>*Read: Matzo & Sherman, chap. 8</p> <p>*See Module 2 in Canvas for other readings, videos, etc.</p> <p>*Discussion Board 1</p> <p>*Graded Assignment: “3 Takeaways, 1 Application, and 1 Question”</p>
<p><u>MODULE 3</u> <u>Week of 9/8/25 – 9/14/25</u></p>	<p>PC Domain 4: Social Aspects of Care (Part 3) -MSW Care Plan -Nursing Care Plan -Nurse-MSW Care Coordination -IDT Collaboration</p>	<p>*Read: Matzo & Sherman, chap. 3</p> <p>*See Module 2 in Canvas for other readings, videos, etc.</p> <p>*Begin working in small groups on film-based Case Study Matrix & Oral Presentation (Due Week 7).</p> <p>*Graded Assignment: “3 Takeaways, 1 Application, and 1 Question”</p>
<p><u>MODULE 4</u> <u>Week of 9/15/25 – 9/21/25</u></p>	<p>PC Domain 5: Spiritual Aspects of Care (Part 1) - Spiritual Assessment -Spiritual screening – evaluate spiritual needs and/or spiritual distress -Spiritual history – spiritual values & preferences & their impact on care decisions Full spiritual assessment: -Sources of spiritual strength & support -Existential concerns (lack of meaning, questions about existence, meaning & suffering) -Concerns about relationship to God, the Holy or Divine -Struggles related to loss of faith, faith community, or spiritual practices -Cultural norms & preferences</p>	<p>• Matzo & Sherman, Chap. 6</p> <p>*See Module 4 in Canvas for other readings, videos, etc.</p> <p>National Consensus Project’s Clinical Practice Guidelines for Quality PC – Domain 5 (pp. 32-33) https://www.nationalcoalitionhpc.org/wp-content/uploads/2020/07/NCHPC-NCPGuidelines_4thED_web_FINAL.pdf</p> <p>• FICA Spiritual History tool</p> <p>*Graded Assignment: “3 Takeaways, 1 Application, and 1 Question”</p>

	<p>impacting belief systems & spiritual practices</p> <ul style="list-style-type: none"> -Hopes, values, fears, meaning & sense of purpose 	
<p><u>MODULE 5</u></p> <p><u>Week of 9/22/25 – 9/28/25</u></p>	<p>PC Domain 5: Spiritual Aspects of Care (Part 2) – Spiritual Care Plan</p> <ul style="list-style-type: none"> -Recognize & support patient & family spiritual strengths -Include religious rituals & spiritual practices in care plan -Address spiritual needs & practices during care transitions -Support pt/family in displaying & using religious & spiritual symbols 	<ul style="list-style-type: none"> * National Consensus Project's Clinical Practice Guidelines for Quality PC – Domain 5 (pp. 34-37) https://www.nationalcoalitionhpc.org/wp-content/uploads/2020/07/NCHPC-NCPGuidelines_4thED_web_FINAL.pdf * HPNA video series on PC for people of Muslim, Jewish, Hindu, and Buddhist faith traditions: https://www.advancingexpertcare.org/about-hpna/diversity-in-health-care/ *See Module 5 in Canvas for other readings, videos, etc. *Graded Assignment: "3 Takeaways, 1 Application, and 1 Question"
<p><u>MODULE 6</u></p> <p><u>Week of 9/29/25 – 10/5/25</u></p>	<p>PC Domain 6: Cultural Aspects of Care (Part 1) – Assessment</p> <ul style="list-style-type: none"> -Recognize patient & family cultural preferences & their impact healthcare practices -Cultural beliefs, rituals, practices -Health literacy -Preferred or primary language -Gender identity & preferred pronouns 	<ul style="list-style-type: none"> • HPNA CE Course (free for HPNA Student Members) - Growing Cultural Humility for More Equitable & Compassionate Practice • National Consensus Project's Clinical Practice Guidelines for Quality PC – Domain 6 (pp. 38-41) https://www.nationalcoalitionhpc.org/wp-content/uploads/2020/07/NCHPC-NCPGuidelines_4thED_web_FINAL.pdf • Coolen, P. (2012). Cultural relevance in end-of-life care. https://bioethics.pitt.edu/sites/default/files/publication-images/CEPResources/Coolen%20C%20PR%20%282012%29.pdf

		<p>*See Module 6 in Canvas for other readings, videos, etc.</p> <ul style="list-style-type: none"> • Discussion Board 2 <p>*Graded Assignment:</p> <p>"3 Takeaways, 1 Application, and</p> <ul style="list-style-type: none"> • 1 Question"
<p><u>MODULE 7</u></p> <p><u>Week of 10/6/25 – 10/12/25</u></p>	<p>PC Domain 6: Cultural Aspects of Care (Part 2) – Plan of Care</p> <p>Incorporates & respects:</p> <ul style="list-style-type: none"> -Who the patient defines as their family -Beliefs, values, & traditional practices -Language and communication preferences -Level of health literacy 	<p>National Consensus Project's Clinical Practice Guidelines for Quality PC – Domain 6 (pp. 41-44)</p> <p>https://www.nationalcoalitionhpc.org/wp-content/uploads/2020/07/NCHPC-NCPGuidelines_4thED_web_FINAL.pdf</p> <p>HPNA CE Course - LGBTQ+ Patients & Caregivers: Context & Considerations</p> <p>*See Module 7 in Canvas for other readings, videos, etc.</p> <ul style="list-style-type: none"> • Graded Assignment: <p>"3 Takeaways, 1 Application, and 1 Question"</p>
<p><u>MODULE 8</u></p> <p><u>Week of 10/13/25 – 10/19/25</u></p>	<p>PC Domain 8 Ethical & Legal Aspects of Care (Part 1) – Ethical</p> <ul style="list-style-type: none"> -Just because we can provide certain care, should we? -Bioethics in healthcare, PC -Pt/surrogate's right to decline care -Medically non-beneficial care -Requests for provider-assisted death 	<ul style="list-style-type: none"> • Matzo & Sherman – Chap. 4 • Video - Dr. Daniel Hoefer: "If Only Someone Had Warned Us": https://www.youtube.com/watch?v=0JzesJw9UYI • HPNA & ANA Codes of Ethics <p>National Consensus Project's Clinical Practice Guidelines for Quality PC – Domain 8 (pp. 52-59)</p> <p>*See Module 8 in Canvas for other readings, videos, etc.</p> <ul style="list-style-type: none"> • Graded Assignment: <p>"3 Takeaways, 1 Application, and 1 Question"</p> <ul style="list-style-type: none"> • Discussion Board 3 due next week

<p><u>MODULE 9</u> <u>Week of 10/20/25 – 10/26/25</u></p>	<p>PC Domain 8 Ethical & Legal Aspects of Care (Part 2) – Legal (Advance Care Planning & Goals of Care Discussions)</p> <ul style="list-style-type: none"> -Advance Health Care Directive -POLST -Determining decisional capacity -Other legal issues related to end-of-life concerns & planning 	<ul style="list-style-type: none"> • Matzo & Sherman – Chap. 5 • Goals of Care Conversations – The Conversation Project: https://theconversationproject.org/ <p>Kokua Mau website, videos & online resources: https://kokuamau.org/advance-care-planning/</p> <ul style="list-style-type: none"> • Graded Assignment: “3 Takeaways, 1 Application, and 1 Question” • HPNA Nursing Resource Guide (NRG) re: Advance Care Planning: https://advancingexpertcare.org/ • ZDoggMD video: “Ain’t the Way to Die: Talk About Your End of Life Wishes”: https://zdoggmmd.com/aint-the-way-to-die/ <p>Begin working on Case Study Matrix for Sim. Session on 11/12</p> <p>*Graded Assignment: “3 Takeaways, 1 Application, and 1 Question”</p>
<p><u>MODULE 10</u> <u>Week of 10/27/25 – 11/2/25</u></p>	<p>PC Domain 8 Ethical & Legal Aspects of Care (Part 3) – Ethical Moral Distress; Building Moral Resilience & Nurses’ Well-Being</p> <ul style="list-style-type: none"> -Compassion Fatigue -Cumulative Secondary Loss & Grief in PC -Moral Injury -Moral Distress -Moral Resilience -Self-Awareness & Self-Care -ANA Well-Being Initiative 	<ul style="list-style-type: none"> • HPNA Nursing Resource Guide: Cultivating Self-Awareness & Resilience: https://www.advancingexpertcare.org/wp-content/uploads/2023/01/Self-Awareness-and-Resilience_NRG-3.pdf <p>*See Module 10 in Canvas for other readings, videos, etc.</p> <ul style="list-style-type: none"> • ANA–Exploring Moral Resilience: Toward a Culture of Ethical Practice • https://www.nursingworld.org/~4907b6/globalassets/docs/ana/a

		<p>na-call-to-action--exploring-moral-resilience-final.pdf</p> <ul style="list-style-type: none"> • ANA Well-Being Initiative: https://www.nursingworld.org/practice-policy/work-environment/health-safety/disaster-preparedness/coronavirus/what-you-need-to-know/the-well-being-initiative/ • Graded Assignment: "3 Takeaways, 1 Application, and 1 Question"
<p><u>MODULE 11</u> <u>Week of 11/3/25 - 11/9/25</u></p>	<p>PC Domain 8 – Ethical & Legal Aspects of Care (Part 4) Diversity, Equity & Inclusion & Belonging (DEIB) in PC & Nursing</p> <ul style="list-style-type: none"> -Racism in nursing -Anti-Racism -Allyship -LGBTQ+ Inclusive Care -Health Inequities in PC & Hospice -Native Hawai’ian & Pacific Islanders in PC 	<p>HPNA – Diversity, Equity, Inclusion & Belonging: https://www.advancingexpertcare.org/diversity-equity-inclusion-belonging/</p> <p>ANA Project ECHO on Racism in Nursing: https://www.nursingworld.org/practice-policy/workforce/racism-in-nursing/national-commission-to-address-racism-in-nursing/project-echo/</p> <p>HPNA Nursing Resource Guide: LGBTQ+ Inclusive Care https://www.advancingexpertcare.org/wp-content/uploads/2023/03/NRG_LGBTQ-Inclusive-Care.pdf</p> <p>HPNA’s DEIB-related resources for clinicians: https://www.advancingexpertcare.org/education-events/on-demand-education/22diversity-equity-inclusion-belonging/</p> <p>*See Module 11 in Canvas for other readings, videos, etc.</p>

		<ul style="list-style-type: none"> • Complete & submit first draft of Case Study Matrix by 11:59 PM on 11/12/25, after Sim session • Graded Assignment: "3 Takeaways, 1 Application, and 1 Question"
<u>MODULE 12</u> <u>Week of 11/10/25 - 11/16/25</u>	Clinical Simulation in Sim. Lab Based on Evolving Case Study Wed., Nov. 12 - 5:00 - 7:50 PM	Complete & submit final revision of Case Study Matrix by 11/17/25 *See Module 12 in Canvas for other readings, videos, etc. <ul style="list-style-type: none"> • Graded Assignment: "3 Takeaways, 1 Application, and 1 Question"
<u>MODULE 13</u> <u>Week of 11/17/25 - 11/23/25</u>	Quality Improvement, Leadership & Advocacy in PC -Nurses' Roles in Continuous Quality Improvement -Leadership Roles in PC & Hospice Teams & Agencies -Public Advocacy by & for PC/Hospice clinicians	*See Module 13 in Canvas for other readings, videos, etc. <ul style="list-style-type: none"> • Graded Assignment: "3 Takeaways, 1 Application, and 1 Question"
<u>MODULE 14</u> <u>Week of 11/24/25 - 11/30/25</u>	Module 14 - Ethical & Legal Aspects of Care (Part 5) - Legal Aspects; Advance Health Care Directives; Durable Power of Attorney; Other Legal Consideration	*See Module 14 in Canvas for other readings, videos, etc. *Discussion Board 4 due next week <ul style="list-style-type: none"> • Graded Assignment: "3 Takeaways, 1 Application, and 1 Question"
<u>MODULE 15</u> <u>Week of 12/1/25 – 12/7/25</u>	Concluding Discussion Synchronous on Zoom (Date & Time TBD) Reviewing and Applying Lessons Learned in NUR 363 Looking ahead to NUR 364	

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.