



## NUR 364: Current Issues, Challenges & Opportunities in Palliative Care

**Locations and Class meeting schedule:** Asynchronous Online, with occasional Synchronous Online (Zoom) on Wed. or Thurs. evenings  
Term: Spring 2026

**Course Website:** <https://chaminade.instructure.com/courses/44855>

### Instructor Information

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

**Email:** [daniel.weiss@chaminade.edu](mailto: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](mailto: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](mailto:nursing@chaminade.edu)

**Office Phone:** (808) 739-8340

## Course Description & Materials

### Catalog Course Description

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

### Course Overview

NUR 364 is an elective, didactic course open to nursing and non-nursing majors. It is the fourth 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

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

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

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

### 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 364, students will be able to:

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

## 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

## 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.

### 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](mailto: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](mailto: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.

### Assessment and Course Grading:

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

List of Assessments	Course Grade %
Discussion boards - 6 discussions; 6 points each (1- 5)	<b>36%</b>
In-class group presentations – Evidence-based strategies to address a palliative/hospice care issue/challenge (1 – 5)	<b>32%</b>
Case Study Matrix for Simulation Session (1 – 3)	<b>32%</b>
<b>Total</b>	<b>100%</b>

### 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](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.

[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](mailto: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](mailto: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](mailto: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.)**

Module: Dates	Topic(s)	Readings/Assignments/Deliverable
<b>Module 1: 1/12 – 1/18</b>	<ul style="list-style-type: none"><li>• Orientation to course</li><li>• Staffing shortages in healthcare, PC &amp; hospice</li><li>• Workforce development needs &amp; resources in HI &amp; the US</li></ul>	<p>*Brooks, B. A. (2023). The nursing labor market's structural shift. <i>Nurse Leader</i> 21(1): 10-11. <a href="https://www.nurseleader.com/action/howPdf?pii=S1541-4612%2822%2900251-8">https://www.nurseleader.com/action/howPdf?pii=S1541-4612%2822%2900251-8</a></p> <ul style="list-style-type: none"><li>• CAPC letter (3/20/2023) to Senators Sanders &amp; Cassidy re: Healthcare Workforce Shortages: <a href="https://www.capc.org/documents/download/1093/">https://www.capc.org/documents/download/1093/</a></li><li>• Vossel, H. (2023) Nursing educator shortage contributing to hospice labor pressures, <i>Hospice News</i>, March 22, 2023. <a href="https://hospicenews.com/2023/03/2/nursing-educator-shortage-contributing-to-hospice-labor-pressures/">https://hospicenews.com/2023/03/2/nursing-educator-shortage-contributing-to-hospice-labor-pressures/</a></li><li>• Hawai'i State Center for Nursing (2024). 2023 Hawai'i Nursing Workforce Supply: Statewide Report <a href="https://www.hawaiicenterfornursing.org/wp-content/uploads/2024/04/2023HawaiNursingWorkforceSupply.vFinal.pdf">https://www.hawaiicenterfornursing.org/wp-content/uploads/2024/04/2023HawaiNursingWorkforceSupply.vFinal.pdf</a></li><li>• KTVB (Idaho) video: Doctor shortage impacting end-of-life care: <a href="https://www.youtube.com/watch?v=h1FnurZlo">https://www.youtube.com/watch?v=h1FnurZlo</a></li><li>• End of Life Nursing Education Consortium (ELNEC): <a href="https://www.aacnnursing.org/ELNEC/About">https://www.aacnnursing.org/ELNEC/About</a></li></ul>

		<ul style="list-style-type: none"> <li>• CSU Shiley Haynes Institute for Palliative Care: <a href="https://csupalliativecare.org/">https://csupalliativecare.org/</a></li> <li>• <b>Discussion Board 1</b></li> </ul>
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<b>Module 2: 1/19 – 1/25</b>  <b>National &amp; Hawai'i PC &amp; Hospice Organizations, Publications &amp; Conferences</b>	<ul style="list-style-type: none"> <li>• Continuing education for health professionals (online &amp; in-person courses &amp; conferences)</li> <li>• PC &amp; Hospice Specialty Professional Journals – Promotion &amp; Dissemination of Scholarly Research</li> <li>• Professional networking</li> <li>• Educating the public</li> <li>• Legislative advocacy</li> </ul>	<p>Resources &amp; websites:</p> <ul style="list-style-type: none"> <li>• Hospice &amp; Palliative Nurses Association (HPNA): <a href="https://www.advancingexpertcare.org/">https://www.advancingexpertcare.org/</a> - publishes <i>Journal of Hospice &amp; Palliative Nursing</i>: <a href="https://journals.lww.com/jhpn/pages/default.aspx">https://journals.lww.com/jhpn/pages/default.aspx</a></li> <li>• American Association of Hospice &amp; Palliative Medicine (AAHPM): <a href="https://aahpm.org/">https://aahpm.org/</a> - Publishes <i>Journal of Pain &amp; Symptom Management</i>: <a href="https://aahpm.org/publications/jpsm">https://aahpm.org/publications/jpsm</a></li> <li>• Center to Advance Palliative Care (CAPC): <a href="https://www.capc.org/">https://www.capc.org/</a></li> <li>• The Coalition to Transform Advanced Care (CTAC): <a href="https://thectac.org/">https://thectac.org/</a></li> <li>• National Association of Home Care &amp; Hospice (NAHC): <a href="https://www.nahc.org/">https://www.nahc.org/</a></li> <li>• National Hospice &amp; Palliative Care Organization (NHPCO): <a href="https://www.nhpc.org/">https://www.nhpc.org/</a> (currently merging with NAHC)</li> <li>• Hospice Action Network (advocacy organization affiliated with NHPCO): <a href="https://www.nhpc.org/advocacy/">https://www.nhpc.org/advocacy/</a></li> <li>• Kōkua Mau – A Movement to Transform Care: <a href="https://kokuamau.org/">https://kokuamau.org/</a></li> <li>• <b>Begin working on small-group presentations, to be presented during synchronous Zoom class session, during Week 6</b></li> </ul>
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<p><b>Module 3: 1/26 – 2/1</b></p> <p><b>Paid &amp; Unpaid Caregiver Stressors &amp; Shortages</b></p> <p><b>Guest speaker(s) TBD</b></p>	<ul style="list-style-type: none"> <li>Burdens of family caregiving (physical, emotional, financial stressors)</li> <li>Impacts on caregivers' physical/mental health &amp; longevity</li> <li>Low wages &amp; job stressors for paid caregivers working in facilities or homes</li> <li>Caregiver support resources in HI</li> </ul>	<ul style="list-style-type: none"> <li>Hawai'i Executive Office on Aging – Aging &amp; Disability Resource Center:  <a href="https://www.hawaiiadrc.org/caregiver-resources">https://www.hawaiiadrc.org/caregiver-resources</a> </li> <li>Alzheimer's Association – Hawai'i:  <a href="https://www.alz.org/hawaii">https://www.alz.org/hawaii</a> </li> <li>CareSift for Seniors:  <a href="https://caresift.com/about/">https://caresift.com/about/</a> </li> <li>Marino, V. R., Badana, A. N. S., Haley, W. (2020). Care demands and well-being of primary and secondary non-spousal caregivers of aging adults. <i>Clinical Gerontologist</i>, 43(5): 558–571.  <a href="https://doi.org/10.1080/07317115.2020.1759748">https://doi.org/10.1080/07317115.2020.1759748</a> </li> <li>Brown, K. W., Coogler, C. L., &amp; Wegelin, J. (2016). A pilot randomized controlled trial of mindfulness-based stress reduction for caregivers of family members with dementia. <i>Aging &amp; Mental Health</i>, 20(11): 1157-1166.  <a href="http://dx.doi.org/10.1080/13607863.2015.1065790">http://dx.doi.org/10.1080/13607863.2015.1065790</a> </li> <li><b>Discussion Board 2</b></li> </ul>
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<p><b>Module 4: 2/2 – 2/8</b></p> <p><b>Impacts of Increased Number/Proportion of For-Profit Hospices</b></p>	<p>For-profit hospices' primary emphasis of return on investment results in:</p> <ul style="list-style-type: none"> <li>• Fewer nurses expected to manage and care for more patients</li> <li>• Less frequent &amp; shorter nurse visits</li> <li>• Decreased patient &amp; family satisfaction</li> <li>• Lower quality of care</li> </ul>	<ul style="list-style-type: none"> <li>• Henderson, E. (2023). Greater proportion of for-profit hospices perform worse than not-for-profit hospices. News-Medical.net, February 27, 2023:  <a href="https://www.news-medical.net/news/20230227/Greater-proportion-of-for-profit-hospices-perform-worse-than-not-for-profit-hospices.aspx">https://www.news-medical.net/news/20230227/Greater-proportion-of-for-profit-hospices-perform-worse-than-not-for-profit-hospices.aspx</a></li> <li>• Anhang Price, R., et al. (2023). Association of hospice profit status with family caregivers' reported care experiences. <i>JAMA Internal Medicine</i>.  <a href="https://doi.org/10.1001/jamainternmed.2022.7076">doi.org/10.1001/jamainternmed.2022.7076</a></li> <li>• Kofman, A. (2022) Endgame: How the visionary hospice movement became a for-profit hustle. <i>New Yorker</i>. November 28, 2022.  <a href="https://www.newyorker.com/magazine/2022/12/05/how-hospice-became-a-for-profit-hustle">https://www.newyorker.com/magazine/2022/12/05/how-hospice-became-a-for-profit-hustle</a></li> <li>• National Hospice Leaders Urge CMS and Congress to Advance Program Integrity in Hospice Care through Effective Oversight:  <a href="https://www.nhpco.org/national-hospice-leaders-urge-cms-and-congress-to-advance-program-integrity-in-hospice-care-through-effective-oversight/">https://www.nhpco.org/national-hospice-leaders-urge-cms-and-congress-to-advance-program-integrity-in-hospice-care-through-effective-oversight/</a></li> <li>• Byock, I. (2022) Hospice care needs saving. <i>STAT</i>, December 14, 2022.  <a href="https://www.statnews.com/2022/12/14/hospice-care-needs-saving/">https://www.statnews.com/2022/12/14/hospice-care-needs-saving/</a></li> <li>• Parker, J. (2022). For-profit or nonprofit: Hospice is not a hustle. <i>Hospice News</i>, December 2, 2022.  <a href="https://hospicenews.com/2022/12/02/for-profit-or-nonprofit-hospice-is-not-a-hustle/">https://hospicenews.com/2022/12/02/for-profit-or-nonprofit-hospice-is-not-a-hustle/</a></li> <li>• Bauer, H. (2022) Hold fast, hospice. <i>The Heart of Hospice</i>, December 1, 2022.  <a href="https://www.theheartofhospice.com/2022/12/02/hold-fast-hospice/">https://www.theheartofhospice.com/2022/12/02/hold-fast-hospice/</a></li> </ul>
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<p><b>Module 5: 2/9 – 2/15</b></p> <p><b>Impacts of Race, Culture, Health Inequities &amp; Lack of Diversity on PC &amp; Hospice</b></p>	<ul style="list-style-type: none"> <li>• Cultural differences</li> <li>• Racial inequities</li> <li>• Historical racism &amp; mistrust of healthcare providers</li> <li>• Impact of social determinants of health on PC, hospice &amp; health care</li> </ul>	<ul style="list-style-type: none"> <li>• American Psychological Association (2019) Know the facts: Culturally diverse communities &amp; palliative and end-of-life care. <a href="https://www.apa.org/pi/aging/programs/eol/end-of-life-diversity.pdf">https://www.apa.org/pi/aging/programs/eol/end-of-life-diversity.pdf</a></li> <li>• (Author unknown, 2022) AJN Reports: Hospice has a diversity problem. 2022. <i>AJN: American Journal of Nursing</i>. 122(11), 16–17. (pdf posted in Module 5)</li> <li>• Larson, J. (2024, February 6). Race, Ethnicity, and Cancer Type Influence Which Patients Access Hospice Care. <i>Oncology Nurse Advisor</i>: <a href="https://www.oncologynurseadvisor.com/news/race-ethnicity-cancer-type-influence-patient-access-treatment-risk/">https://www.oncologynurseadvisor.com/news/race-ethnicity-cancer-type-influence-patient-access-treatment-risk/</a></li> <li>• The Commonwealth Fund (2021). Understanding and ameliorating medical mistrust among Black Americans. <i>The Commonwealth Fund Newsletter</i>, January 14, 2021: <a href="https://www.commonwealthfund.org/publications/newsletter-article/2021/jan/medical-mistrust-among-black-americans">https://www.commonwealthfund.org/publications/newsletter-article/2021/jan/medical-mistrust-among-black-americans</a></li> <li>• Parker, J. (2022). The case for integrating social determinants into palliative care. <i>Hospice News</i>, June 27, 2022: <a href="https://hospicenews.com/2022/06/27/the-case-for-integrating-social-determinants-into-palliative-care/">https://hospicenews.com/2022/06/27/the-case-for-integrating-social-determinants-into-palliative-care/</a></li> <li>• Kataoka-Yahiro, M. R. et al. (2016). Asian and native Hawaiian family caregiver satisfaction with palliative care services in nursing homes. <i>International Journal of Palliative Nursing</i>, 22(3): 141 <a href="https://doi.org/10.12968/ijpn.2016.22.3.141">https://doi.org/10.12968/ijpn.2016.22.3.141</a></li> <li>• Starr, L. T., Ulrich, C. M., et al. (2022). Hospice enrollment, future hospitalization, and future costs among racially and ethnically diverse patients who received palliative care consultation. <i>American Journal of Hospice &amp; Palliative Medicine</i>, 39(6): 619-632. DOI: <a href="https://doi.org/10.1177/10499091211034383">10.1177/10499091211034383</a></li> </ul>
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<b>Module 6: 2/16 – 2/22</b> <b>Messaging Challenges (Part 1): Public Perceptions &amp; Misunderstanding of PC &amp; Hospice</b>  <b>*Small-group presentations*</b>	<ul style="list-style-type: none"> <li>• Messaging challenges</li> <li>• Cultural preferences</li> <li>• How messages resonate for HI families &amp; communities</li> <li>• Challenges in building trust among patients &amp; families for PC &amp; hospice providers</li> </ul>	<p>*Serious Illness Messaging Toolkit:  <a href="https://seriousillnessmessaging.org/">https://seriousillnessmessaging.org/</a></p> <ul style="list-style-type: none"> <li>• Get Palliative Care - Affiliated with Center to Advance Palliative Care (CAPC):</li> <li>• <a href="https://getpalliativecare.org/wp-content/uploads/2021/01/GPC_WhatYouShouldKnowHandout_2019.pdf">https://getpalliativecare.org/wp-content/uploads/2021/01/GPC_WhatYouShouldKnowHandout_2019.pdf</a></li> <li>• <a href="https://getpalliativecare.org/whatis/">https://getpalliativecare.org/whatis/</a></li> <li>• Kōkua Mau – Palliative Care for Patients and Families: <a href="https://kokuamau.org/palliative-care-for-patients-and-families/">https://kokuamau.org/palliative-care-for-patients-and-families/</a></li> <li>• Kōkua Mau – Palliative Care Messaging Tools for Hawai‘i:  <a href="https://kokuamau.org/palliative-care-messaging-tools-for-hawaii/">https://kokuamau.org/palliative-care-messaging-tools-for-hawaii/</a></li> </ul>
<b>Module 7: 2/23 – 3/1</b> <b>Messaging Challenges (Part 2): Health Professionals' Perceptions &amp; Misunderstanding of PC &amp; Hospice</b>	<ul style="list-style-type: none"> <li>• Professional (Nursing, Medicine, Specialists, etc.) Cultures &amp; Biases</li> <li>• Healthcare Organizations' Internal Cultures</li> <li>• Inter-professional Communication Challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Kōkua Mau – Palliative Care for Professionals:  <a href="https://kokuamau.org/palliative-care-for-professionals/">https://kokuamau.org/palliative-care-for-professionals/</a> <ul style="list-style-type: none"> <li>• National Hospice &amp; Palliative Care Organization – Hospice Care Overview for Professionals:  <a href="https://www.nhpco.org/hospice-care-overview/">https://www.nhpco.org/hospice-care-overview/</a></li> <li>• McDarby, M. &amp; Carpenter, B. D. (2019). Barriers and facilitators to effective inpatient <b>palliative care</b> consultations: A qualitative analysis of interviews with <b>palliative care</b> and nonpalliative care providers. <i>American Journal of Hospice &amp; Palliative Care</i>, 36(3):191-199. DOI: <a href="https://doi.org/10.1177/1049909118793635">10.1177/1049909118793635</a></li> <li>• Allen, E., Stanek, J., Lundorf, J. (2022). Early palliative care initiation: Role of the Primary Care Clinician. <i>The Journal for Nurse Practitioners</i>, 18(5): 493-495. DOI: <a href="https://doi.org/10.1016/j.nurpra.2022.01.026">10.1016/j.nurpra.2022.01.026</a></li> </ul> </li> <li>• Links to pdf's of above articles will be posted in Module 7</li> </ul>

<p><b>Module 8: 3/2 – 3/8</b></p> <p><b>Advance Care Planning (ACP) Challenges &amp; Opportunities</b></p> <p><b>Guest speaker TBD</b></p>	<ul style="list-style-type: none"> <li>• Goals of Care Conversations – Barriers &amp; Facilitators</li> <li>• Talk Story</li> <li>• Roles of culture &amp; faith</li> <li>• Bioethics of End-of-Life Care: Landmark Cases</li> <li>• Putting Patients' Care Goals &amp; Preferences in Writing: <ul style="list-style-type: none"> <li>-Advance Health Care Directives (AHCD)</li> <li>-Provider Orders for Life-Sustaining Treatment (POLST)</li> <li>-Challenges related to ensuring that health care providers follow patients' AHCD &amp; POLST</li> </ul> </li> </ul>	<p>*The Conversation Project:  <a href="https://theconversationproject.org/">https://theconversationproject.org/</a></p> <p>Conversation Project Community Resources:  <a href="https://theconversationproject.org/resources/community?redirdoc=12647#12647">https://theconversationproject.org/resources/community?redirdoc=12647#12647</a></p> <ul style="list-style-type: none"> <li>• Kōkua Mau – Advance Care Planning:  <a href="https://kokuamau.org/advance-care-planning/">https://kokuamau.org/advance-care-planning/</a></li> <li>• Kōkua Mau – Let's Talk Story Program:  <a href="https://kokuamau.org/lets-talk-story/">https://kokuamau.org/lets-talk-story/</a></li> <li>• Hill, A. &amp; Culver, E. (2022). Three conversations to have about end-of-life care. Advisory Board, December 20, 2022:  <a href="https://www.advisory.com/topics/strategy-planning-and-growth/2022/12/three-conversations">https://www.advisory.com/topics/strategy-planning-and-growth/2022/12/three-conversations</a></li> <li>• <b>Discussion Board 4</b></li> </ul>
<p><b>Module 9: 3/9 – 3/15</b></p> <p><b>Early vs. Late Referrals to PC &amp; Hospice – Challenges of Short Duration of Care</b></p>	<ul style="list-style-type: none"> <li>• Benefits of earlier PC &amp; hospice referrals</li> <li>• Burdens/challenges for patients, families, and PC/hospice teams due to late referrals</li> </ul>	<ul style="list-style-type: none"> <li>• Allsop, M. J., Ziegler, L.E., et al. (2018). <b>Duration and determinants of hospice-based specialist palliative care: A national retrospective cohort study.</b> <i>Palliative Medicine</i>, 32(8): 1322-1333. DOI: <a href="https://doi.org/10.1177/0269216318781417">10.1177/0269216318781417</a></li> <li>• Mulville, A. K., Widick, N. N., Makani, N. S. (2019) <b>Timely Referral to Hospice Care for Oncology Patients: A Retrospective Review.</b> <i>American Journal of Hospice &amp; Palliative Medicine</i>, 36(6): 466-471. DOI: <a href="https://doi.org/10.1177/1049909118820494">10.1177/1049909118820494</a></li> <li>• Pelcovits, A., Olszewski, A. J. (2022) <b>Impact of early palliative care on end-of-life outcomes in hematologic malignancies.</b> <i>Journal of Palliative Medicine</i>, 25(4): 556-561. DOI: <a href="https://doi.org/10.1089/jpm.2021.0193">10.1089/jpm.2021.0193</a></li> <li>• Chidiac, C., Feuer, D. (2020) <b>The need for early referral to palliative care especially for Black, Asian and minority ethnic groups in a COVID-19 pandemic: Findings from a</b></li> </ul>

<p><b>**3/16 – 3/22 Spring Break**</b></p> <p><b>No Class</b></p>		<p>service evaluation. <i>Palliative Medicine</i>, 34(9): 1241-1248.</p> <ul style="list-style-type: none"> <li>Links to these articles will be posted in Module 9.</li> </ul>
<p><b>Module 10: 3/23 – 3/29</b></p> <p><b>Challenges Related to Hospice Diagnosis, Prognosis, Reimbursement, Regulations</b></p>	<ul style="list-style-type: none"> <li>Medicare hospice benefit</li> <li>Value of hospice in Medicare</li> <li>Tools for determining prognosis of 6 months or less</li> <li>Local Coverage Determination (LCD) guidelines</li> <li>Other prognostic tools</li> </ul>	<ul style="list-style-type: none"> <li>National Hospice &amp; Palliative Care Organization (2023). The Medicare hospice benefit: <a href="https://www.nhpco.org/wp-content/uploads/2019/04/The_Medicare_Hospice_Benefit.pdf">https://www.nhpco.org/wp-content/uploads/2019/04/The_Medicare_Hospice_Benefit.pdf</a></li> <li>Centers for Medicare &amp; Medicaid Services (CMS) – Local Coverage Determinations(LCD): Hospice - Determining Terminal Status: <ul style="list-style-type: none"> <li><a href="https://www.cms.gov/medicare-coverage-database/view/lcd.aspx?lcdid=33393&amp;ver=9&amp;=">https://www.cms.gov/medicare-coverage-database/view/lcd.aspx?lcdid=33393&amp;ver=9&amp;=</a></li> </ul> </li> <li>NORC at the University of Chicago/NAHC/ NHPCO (2023). Value of Hospice in Medicare Report: <a href="https://www.nhpco.org/wp-content/uploads/Value_Hospice_in_Medicare.pdf">https://www.nhpco.org/wp-content/uploads/Value_Hospice_in_Medicare.pdf</a></li> <li>NHPCO Infographic: The Value of Hospice: <a href="https://www.nhpco.org/wp-content/uploads/Infographic_ValueOfHospice.pdf">https://www.nhpco.org/wp-content/uploads/Infographic_ValueOfHospice.pdf</a></li> <li>Complete first draft of Case Study Matrix for PC/Hospice Simulation (tentatively Week 11)</li> </ul>
<p><b>Module 11: 3/30 – 4/5</b></p> <p><b>Rural PC &amp; Hospice</b></p> <p><b>Pediatric PC &amp; Hospice</b></p>	<ul style="list-style-type: none"> <li>Barriers &amp; Facilitators to providing rural &amp; pediatric PC &amp; Hospice: <ul style="list-style-type: none"> <li>-Fewer available staff</li> <li>-Increased driving distances to homes, clinics or hospitals</li> <li>-Challenges of caring for seriously or terminally ill children or teens</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Stone, W., Keim-Malpass, J., et al., (2022). Pediatric end-of-life care in rural America: A systematic review. <i>American Journal of Hospice &amp; Palliative Care</i>, 39(9): 1098-1104. DOI: <a href="https://doi.org/10.1177/10499091211064202">10.1177/10499091211064202</a></li> <li>Lalani, N., Cai, Y. (2022). Palliative care for rural growth and wellbeing: Identifying perceived barriers and facilitators in access to palliative care in rural Indiana, USA. <i>BMC</i></li> </ul>

		<p><i>Palliative Care</i>, 21(1): 1-13. DOI: <a href="https://doi.org/10.1186/s12904-022-00913-8">10.1186/s12904-022-00913-8</a></p> <ul style="list-style-type: none"> <li>• Kikukawa, L. (2017). Important factors to consider when developing rural healthcare systems: Suggestions from a Moloka'i Native. <i>Hawaii Journal of Medicine &amp; Public Health</i>, 17(3): 47-48.</li> <li>• Weaver, M. S., Neumann, M. L., et al. (2019). Human touch via touchscreen: Rural nurses' experiential perspectives on telehealth use in pediatric hospice care. <i>Journal of Pain &amp; Symptom Management</i>, 60(5): 1027-1033.</li> </ul> <p>DOI: <a href="https://doi.org/10.1016/j.jpainsymman.2020.06.003">10.1016/j.jpainsymman.2020.06.003</a>.</p> <p>*Copies of articles will be posted in Module 13.</p> <ul style="list-style-type: none"> <li>• NY Times "Op-Doc" video (22:09) - Nadia Tremonti, MD (Pediatric PC doctor): This doctor wants to humanize death: <a href="https://www.youtube.com/watch?v=DHBgTFHjPXi">https://www.youtube.com/watch?v=DHBgTFHjPXi</a></li> <li>• </li> </ul>
<p><b>Module 12: 4/6 – 4/12</b></p> <p><b>Challenges &amp; Opportunities in Community-Based &amp; Home-Based PC (HBPC)</b></p>	<ul style="list-style-type: none"> <li>• Models of HBPC in HI</li> <li>• HBPC insurance coverage</li> <li>• HMSA &amp; other health plans' HBPC benefit in HI</li> <li>• Newly-approved HI MedQUEST HBPC benefit</li> <li>• Transitioning from HBPC to Hospice</li> </ul>	<ul style="list-style-type: none"> <li>• Coulourides Kogan, A., Li, O. (2022). Frontline provider perceptions of implementing home-based palliative care covered by an insurer. <i>Health Services Research</i>, 57(4): 872-880. DOI: <a href="https://doi.org/10.1111/1475-6773.13913">10.1111/1475-6773.13913</a>.</li> <li>• Cassel, J. B., Kerr, K., et al. (2016). Effect of a home-based palliative care program on healthcare use and costs. <i>Journal of the American Geriatric Society</i>, 64(11): 2288–2295. DOI: <a href="https://doi.org/10.1111/jgs.14354">10.1111/jgs.14354</a></li> <li>• Gardner, D. S., Doherty, M., et al. (2022). Palliative care for case managers: Building capacity to extend community-based palliative care to underserved older adults. <i>Gerontology &amp; Geriatrics Education</i>, 43(2): 269-284. <a href="https://doi.org/10.1080/02701960.2018.1544129">10.1080/02701960.2018.1544129</a></li> </ul> <p>*Copies of articles will be posted in Module 12.</p> <p><b>*Discussion Board 5</b></p>

<p><b>Module 13: 4/13 – 4/19</b>  <b>PC/Hospice Simulation</b>  <b>(Date &amp; Time TBD)</b></p>	<ul style="list-style-type: none"> <li>• Barriers &amp; Facilitators to providing rural &amp; pediatric PC &amp; Hospice:           <ul style="list-style-type: none"> <li>-Fewer available staff</li> <li>-Increased driving distances to homes, clinics or hospitals</li> <li>-Challenges of caring for seriously or terminally ill children or teens</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Stone, W., Keim-Malpass, J., et al., (2022). Pediatric end-of-life care in rural America: A systematic review. <i>American Journal of Hospice &amp; Palliative Care</i>, 39(9): 1098-1104.            DOI: <a href="https://doi.org/10.1177/10499091211064202">10.1177/10499091211064202</a></li> <li>• Lalani, N., Cai, Y. (2022). Palliative care for rural growth and wellbeing: Identifying perceived barriers and facilitators in access to palliative care in rural Indiana, USA. <i>BMC Palliative Care</i>, 21(1): 1-13. DOI: <a href="https://doi.org/10.1186/s12904-022-00913-8">10.1186/s12904-022-00913-8</a></li> <li>• Kikukawa, L. (2017). Important factors to consider when developing rural healthcare systems: Suggestions from a Moloka'i Native. <i>Hawaii Journal of Medicine &amp; Public Health</i>, 17(3): 47-48.</li> <li>• Weaver, M. S., Neumann, M. L., et al. (2019). Human touch via touchscreen: Rural nurses' experiential perspectives on telehealth use in pediatric hospice care. <i>Journal of Pain &amp; Symptom Management</i>, 60(5): 1027-1033.            DOI: <a href="https://doi.org/10.1016/j.jpainsympman.2020.06.003">10.1016/j.jpainsympman.2020.06.003</a>.</li> </ul> <p>*Copies of articles will be posted in Module 13.</p> <ul style="list-style-type: none"> <li>• NY Times "Op-Doc" video (22:09) - Nadia Tremonti, MD (Pediatric PC doctor): This doctor wants to humanize death: <a href="https://www.youtube.com/watch?v=DHBgTFHjPXi">https://www.youtube.com/watch?v=DHBgTFHjPXi</a></li> </ul>
<p><b>Module 14: 4/20 – 4/26</b>  <b>Medical Aid-in-Dying (MAID)</b>  <b>Guest speakers TBD</b></p>	<ul style="list-style-type: none"> <li>• Legally available in HI &amp; in 9 other states</li> <li>• History of controversies re: MAID</li> <li>• Clinicians specializing in MAID</li> </ul>	<ul style="list-style-type: none"> <li>• Hawaii's Our Care, Our Choice Act (End-of-Life Care Option): <a href="https://health.hawaii.gov/oppd/ococ/">https://health.hawaii.gov/oppd/ococ/</a></li> <li>• Compassion &amp; Choices: States where MAID is Authorized: <a href="https://compassionandchoices.org/resource/states-or-territories-where-medical-aid-in-dying-is-authorized/">https://compassionandchoices.org/resource/states-or-territories-where-medical-aid-in-dying-is-authorized/</a></li> <li>• ANA Position Statement Video (8:31): The Nurse's Role When a Patient Requests MAID: <a href="https://www.youtube.com/watch?v=mwuM0le">https://www.youtube.com/watch?v=mwuM0le</a></li> </ul>

		<p><u>Geps</u></p> <ul style="list-style-type: none"> <li>• HospiceNurse Julie video (2:29): What It's Like to Die from Medical-Aid-in-Dying Medications:  <a href="https://www.youtube.com/watch?v=G_jJahBl_d4">https://www.youtube.com/watch?v=G_jJahBl_d4</a></li> <li>• Email Dr. Weiss discussion topics for Week 15</li> <li>• <b>Discussion Board 6</b></li> </ul>
<b>Module 15: 4/27 – 5/3</b> <b>Putting it All Together</b>	Applying PC nursing minor content in clinical practice	

**PLEASE NOTE:**

*While every attempt has been made to prepare this syllabus and class schedule in final form, it will be the course coordinator's prerogative to make any changes as may be deemed necessary in order to meet the learning outcomes of the course. Students will be notified in writing via Chaminade email of any changes. It is recommended that you check your Chaminade email and course site including the canvas frequently for announcements. All students will be held responsible to read, understand, and clarify the content within this document.*