



School of Nursing & Health Professions

NUR 361 - Section: IS-1

Hybrid – Synchronous | Tuesdays 5:00 – 7:50 PM | Credits: 3 | Term: Fall 2026

Course Website: <https://chaminade.instructure.com/courses/48236>

Course Zoom Link (same link for every Tuesday's class session):

<https://us06web.zoom.us/j/81353778081?pwd=HM9M7lZamK9Wol3DrbDb9KxNzcxbVq.1>

In-person class sessions meet in Henry 107. Online class sessions meet on Zoom at the above link.

(See Tentative Course schedule below listing which class sessions are in-person & which are on Zoom.)

Co-Instructors' Information

Course Coordinator



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

Email: daniel.weiss@chaminade.edu

Cell: 619-871-3409 (use to text only for urgent concerns)

Office Hours: By appointment via Zoom

Co-Instructor: Patricia Nishimoto, DNS, FAAN (Adjunct Faculty)

Email: patricia.nishimoto@chaminade.edu

Cell: 808-295-1950

Instructor and Student Communication

Questions for this course can be emailed to the Course Coordinator 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 (Zoom) or 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

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 Snapshot

Modality	Synchronous & Hybrid (50% of class sessions in-person & 50% on Zoom)
Time Commitment	Course Overview NUR 361 is an elective, didactic course open to nursing and non-nursing majors, with no course prerequisites. It is the first in a sequence of five elective nursing courses that can lead to a minor in Palliative Care Nursing. A grade of "C" or better is required to pass this course. 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).
Required Learning Materials	Sherman, D. W. (2026). <i>Palliative care nursing: Quality care to the end of life</i>. (6th Ed.). Springer Publishing. McFadden, J. (2024). <i>Nothing to fear: Demystifying death to live more fully</i>. Tarcher Penguin. End of Life Nursing Education Consortium (ELNEC) Undergraduate/New Graduate curriculum. https://elnec.academy.reliaslearning.com/ELNEC-Undergraduate-New-Graduate-Curriculum.aspx (Some students may already have this.) If you have any problems accessing the modules after completing the registration process and purchase, please call Relias Support at 800-910-0223, option 2. Their hours of operation are 8 AM - 8 PM ET M - F.

Canvas	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
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Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the Bachelor of Science in Nursing (BSN) program, the student will be able to:

1. Utilize the nursing process to advocate for safe, holistic, patient- centered care across the lifespan, incorporating the Marianist value of service, justice and peace.
2. Apply leadership and communication skills to ensure quality, collaborative and continuous patient care.
3. Integrate credible research with clinical expertise and patient preferences for optimal care across the lifespan.
4. Incorporate informatics and healthcare technologies into the practice of professional nursing.
5. Contribute to the safety and quality improvement of the healthcare environment.

Course Learning Outcomes (CLOs)

Upon completion of NUR 361, the student will be able to:

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

Marianist Values

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

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

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

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

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the '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

Participation & Regular and Substantive Interaction (RSI)

Student Participation & Attendance Expectations

This synchronous course requires consistent, meaningful engagement with content, peers, and the instructor each week.

Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes.
- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions during class sessions.
- Demonstrate preparation, reflection, and critical thinking in all interactive components.
- Meet established deadlines to support collaborative learning and remain on track with the weekly sequence.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting assignments to course concepts, summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.
 - Email inquiries: response within 2 school days (see Communication policy above)
 - Weekly graded work (reflection assignments): within 5 school days of the due date
 - Major assessments/projects: within 10 school days of the due date
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Policies

Late Work	Each assignment's instructions will include a due date & time (usually 11:59 PM). For each day an assignment is submitted late, the assignment grade will be reduced by 10% of the assignments maximum grade point value. Example: For an assignment worth 10 points, if assignment is submitted 1.5 days after the deadline, 20% (2 points) will automatically be deducted from assignment grade. If a student contacts the instructor at least 24 hours before an assignment deadline with a valid excuse (illness or student/family emergency), the instructor may give the student an appropriate extension to an assignment deadline
Extra Credit	Extra credit is not permitted in the Nursing Program.
Incomplete Grade	(Per Nursing Program guidelines & procedures)
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

Attendance Policy

Students are expected to regularly attend all courses for which they are registered. **Attendance on-time is expected of every student for every class session. Students must notify their instructors in advance (before the start of the class session)** when illness, emergency, or other extenuating circumstances prevent them from attending class and make arrangements to complete missed assignments.

If a student is unable due to illness or other circumstances to attend a scheduled in-person class session, they should attend that class session on Zoom (via link posted on p. 1), and as a courtesy, email the course coordinator in advance & explain why they need to attend class via Zoom. Missing any class session without notifying the course coordinator before the start of class will be considered an unexcused absence.

Advance notification of absence from class should 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.

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. Any student who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

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.

Proportion of final course grade for each of these assignments:

NUR 361 Grading Assessments (Course Learning Objectives Evaluated)	Percentage of Total Grade
14 Weekly Journal Reflections (1 - 5)	35%
In-Class or Video Small-Group Presentation (1 – 3)	33%
PC Case Study Matrix for Simulation Session (1 – 5)	32%
TOTAL	100%

Final Grades - are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below
	No Rounding of grades: If a student earns a final grade of 69.99%, final score will NOT be rounded to 70.

Important Information

Academic Honesty

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

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

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.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and 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](#).

Student with Disabilities Statement

Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability.

Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation

of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.
 Learn more at <https://chaminade.edu/ada-accommodations>.
 Learn more at <https://chaminade.edu/career-services>.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students.
 Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations Accessibility Services Sign up
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	https://chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/

Resource	Description	Contact / Website
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu
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

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

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

Date - Week (Location)	Topics	Readings/Assignments
8/18/26 – Week 1 (in-person)	*Course Orientation *“Ice-Breaker”: Student & Co-instructors Introductions; get to know one another *Introduction to Palliative Care (PC) & Hospice Nursing *Videos about PC: Palliative Care, a Different Voice in Healthcare: Timothy Ihrig at TEDxDesMoines: https://www.youtube.com/watch?v=Bl-CnsKyOuk&t=387s -A Patient’s Story Using PC in HI: https://www.youtube.com/watch?v=eURPV4jxgZc&t=9s *Where PC is provided in HI: https://kokuamau.org/where-to-find-palliative-care-in-hawaii/ https://kokuamau.org/palliative-care/community-based-palliative-care-services-in-hawaii/ *8 Domains of Quality PC *AACN CARES Competencies	Readings: *Sherman – Chap. 1 *ELNEC Undergraduate - Module 1 *AACN CARES Competencies – (Page 4) https://www.aacnnursing.org/Portals/42/AcademicNursing/Tool%20Kits/Essentials/Alignment-CARES-G-CARES-Essentials.pdf *National Consensus Project: Clinical Practice Guidelines for Quality PC (8 Domains - page iv in Foreword): https://www.nationalcoalitionhpc.org/wp-content/uploads/2020/07/NCHPC-NCPGuidelines_4thED_web_FINAL.pdf Assignments: *Review course syllabus, sign & upload first page to Canvas *Complete ELNEC Module 1 & submit certificate of completion via Canvas *Journal Reflection (200-250 words, due weekly for 14 weeks (See Reflection assignment instructions & grading rubric) *Begin working on small-group presentations, to be given in class on 9/15/26. Presentation topic due 8/23.

8/25/26 – Week 2 (in person)	Physical Aspects of Care - Part 1 • Pain Management • Symptom Management (Respiratory Neuro. & GI Symptoms, Fatigue) • Functional limitations that impact activities of daily living (ADL's)	Readings: *Sherman, Chap.21–22; 24–25 *ELNEC Undergraduate Modules 3 & 4 Assignment: Weekly journal reflection *Continue working on small-group presentations (to be given in-person on 9/15/26)
9/1/26 – Week 3 (on Zoom)	Domain 1 – Structure & Processes of Care *Communication in PC *Interdisciplinary Team in PC (Roles, collaboration, case scenarios, Q&A) Special Guests – Pali Momi PC Team: - David Kalir, DO - Kimberly Mora, NP - Nikky Kawaguchi, MSW, LCSW	Readings: *Sherman – Chap. 2 & 3 *ELNEC Undergraduate - Module 2 Assignments: *Weekly journal reflection *Continue working on small-group presentations (to be given in-person on 9/15/26)
9/8/26 – Week 4 (on Zoom)	Domain 2: Physical Aspects of Care -Part 2 Palliative management of serious illnesses: *Cancer *Heart disease *Lung disease *Neurological diseases *Renal disease *Liver disease	Readings: *Sherman, Chap. 14 – 19 Assignments: *Weekly journal reflection *Continue working on small-group presentations (to be given in-person on 9/15/26)
9/15/26 – Week 5 (in-person) Dr. Jim Tyson, Clinical Psychologist <u>Small-group presentations in class</u>	Domain 3: Psychological Aspects of Care *Emotional distress, anxiety, depression *Patient and family coping strategies and dynamics related to psychological concerns and distress *Assessment for suicide *Substance use disorder (risks, current) *Patient/family education and support	Readings: *Sherman, Chap. 23 Assignment: Weekly journal reflection
9/22/26 – Week 6 (in-person) Guest: Alan Gamble, LCSW (retired SW from Tripler Army Medical Center) & Dr. Christabel Cheung (SW & Educator)	Domain 4: Social Aspects of Care *Family structure and function, including roles, quality of relationships *Communication, and decision-making preferences and patterns *Patient and family strengths, resiliency, social and cultural support, spirituality *Patient and family perceptions about caregiving needs, caregiver availability *Caregiver role change, stress, burden *Availability and ability of a support system to help with respite, errands etc. *Prior experiences with illness, disability, loss *Risk of social isolation	Readings: *Sherman, Chap. 9, 10 *US Department of Health & Human Services (2023) - Healthy People 2030 > Social Determinants of Health: https://odphp.health.gov/healthypeople/priority-areas/social-determinants-health Assignment: Weekly journal reflection

	*Social determinants of health *Changes in patient or family members' school enrollment, employment *Changes in living arrangements and their impact on patients and families *Economic security, ability to pay for housing, food, medications, etc. *Assessment of military service, eligibility for VA benefits *Quality of life, including safety issues *Final arrangements for burial/cremation	
9/29/26 – Week 7 (on Zoom) Guest presenters: 2 local PC/Hospice & hospital chaplains	Domain 5: Spiritual Aspects of Care *Sources of spiritual strength & support *Existential concerns such as lack of meaning, questions about one's own existence, meaning and suffering *Concerns about relationship to God, the Holy, such as anger or abandonment *Struggles related to loss of faith, community of faith, or spiritual practices *Cultural norms & preferences impacting belief systems and/or spiritual practices *Hopes, values, fears, meaning, purpose	Readings: • Sherman, Chap. 8 Assignment: • Weekly journal reflection
10/6/26 – Week 8 (In-person) Hope Young (Kokua Mau) & Bob Gahol, PhD, RN president of National Filipino Nurses Assn.	Domain 6: Cultural Aspects of Care *Cultural practices, customs, beliefs, and values relevant during serious illness, the dying process, at the time of death, and post-death *Preference for IDT interaction, decision-making (communal, collective, or individualistic) *Truth-telling and whether the preferred cultural practice is to share or not share diagnosis and/or prognosis with patient *Preferred and taboo practices re: dying & death *Community resources and supports, *Native Hawaiians *Filipinos *Veterans	Readings: *Sherman, Chap. 7 *Cormack, C., Paice, J., & Panke, J. T. (2019). Cultural considerations in palliative care. In B. R. Ferrell & J. A. Paice (Eds.), <i>Oxford textbook of palliative nursing</i> (5th ed., pp.469-482). Oxford University Press. (See pdf of chapter in Canvas Week 8). Assignment: • Weekly journal reflection
10/13/26 – No class	(Fall Wellness Week)	

10/20/26 – Week 9 (on Zoom) Guest Presenters: Michelle Cantillo, RN (HPH ACP Coord.) Laurie Adamshick, Esq. (Elder Law Specialist)	Domain 8: Ethical & Legal Aspects of Care *Advance care planning with patients, families, surrogate decision-makers *HI Advance Directive *HI POLST *Ethical concerns for patients, families *Ethical concerns for clinicians *Moral injury/distress *Moral Resiliency	Readings: *Sherman – Chap. 4 & 5 *Kōkua Mau online resources & videos: - Advance Care Planning: https://kokuamau.org/advance-care-planning/ - Advance Directives: https://kokuamau.org/advance-directives/ - POLST: https://kokuamau.org/polst/ Assignment: Journal Reflection
10/27/26 – Week 10 (on Zoom) Guest Speakers: Local Hospice nurses (TBD)	Hospice Care *Origins of modern hospice care *Medicare hospice benefit *Hospice interdisciplinary team (IDT) *Hospice plan of care *Types of discharge from hospice care	Readings: *Kokua Mau webpage on Hospice Care: https://kokuamau.org/hospice-providers/ *CaringInfo pages on Hospice Care: https://www.caringinfo.org/types-of-care/hospice-care/ Assignments: *Weekly journal reflection
11/3/26 – Week 11 (In-person) Guest speakers: -Alan Gamble,LCSW--HI Bereavement Network -Maggie Ritchy-Agor, MSW--Navian Support Services Manager, (including Bereavement Dept.)	Loss, Grief & Bereavement *Loss and suffering *Grieving across the life span *Grief – differing theories *Nurse’s role *Mourning practices vary among cultures *Role of faith/religion *Bereavement	Readings: *Sherman – Chap. 11 *McFadden – Chap. 10 *ELNEC Undergraduate – Module 5 Assignments: Weekly journal reflection
11/10/26 – Week 12 (On Zoom)	Domain 7: Care of the Patient Nearing End of Life (EOL) *Assessing & teaching of physical, cognitive & behavioral changes approaching EOL *Emotional & spiritual needs of patients & families approaching end of life *Preparing for death *Importance of presence & compassion *Self-care for nurses, other clinicians *Final hours in different care settings *Medical Aid-in-Dying (Hawaii’s Our Choice, Our Care Act – End of Life Care Option): https://health.hawaii.gov/opppd/ococ/	Readings: *Sherman – Chap. 27 *McFadden – Chap. 5 *ELNEC Undergraduate – Module 6 *Hospice of Santa Cruz County (2021). <i>When death is near: A caregiver’s guide</i>. Quality of Life Publications. (online sample booklet) https://www.golpublishing.com/wp-content/uploads/2022/02/WDIN-Eng-v1.4-Sample.pdf Assignments: *Weekly journal reflection *First draft of Case Study Matrix due next week; prepare for Simulation on 11/17/26

11/17/26 – Week 13 (in-person, in Simulation Lab) (No other class content)	Pre-Briefing; Case Simulation; Debriefing *Students will play various roles in evolving case study *Focus on using your evidence-based interventions from PC Case Study Matrix	Readings: *Review evolving case study scenarios, storyboards & instructions Assignments: * First Draft of Case Study Matrix due this week (to use during simulations) * Final version of Revised Case Study Matrix due next week (for grading)
11/24/26 – Week 14 (On Zoom) Guest Presenters: Joline Murillo, RN (Pediatric Hospice) Jasmin Jensen, MD (Pediatric PC physician at Kapi'olani & hospice consultant) Kandi George, MD (neonatologist & neonatal palliative specialist physician - Kapi'olani Med. Ctr.)	Pediatric PC & Hospice *General principles *Symptom assessment & management *Psychosocial & spiritual support *Special patient populations *End-of-life care	Readings: Battista, V. & LaRagione, G. (2019). Pediatric hospice and palliative care. In B. R. Ferrell & J. A. Paice (Eds.), <i>Oxford textbook of palliative nursing</i> (5 th ed., pp.708-726). Oxford University Press. (See pdf in Canvas Week 14 module) Assignment: Weekly journal reflection
12/1/25 – Week 15 (In-person; potluck dinner) <u>Last week of class.</u> Note: No final exam during Finals Week!	Concluding Discussion: Sharing reflections, questions, feedback about NUR 361, looking ahead to NUR 362	Please complete anonymous course evaluation (online) to help us improve this course in future years. Assignment: Journal Reflection on Course

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.