



School of Nursing & Health Professions
NUR 365 – Clinical Practicum in Palliative/Hospice Care

Canvas Course Website: <https://chaminade.instructure.com/courses/47126>

Online Asynchronous | Credits: 3 (1 didactic; 2 clinical) | Term: Fall 2026

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

In this course, students will observe and emulate palliative/hospice nurses' clinical practice. They will have practical opportunities to utilize evidence-based nursing interventions in providing quality hospice or palliative care, either at a local clinical setting or in the Simulation Lab. For the didactic portion of this course, students will review and discuss clinical case studies relevant to their clinical practice setting. They will synthesize and apply concepts, knowledge, and skills learned in prior palliative and general nursing courses in their clinical practicum setting and/or the Simulation Lab.

Course Snapshot

Modality	Didactic: Mostly asynchronous online + Patient Case Presentations on Zoom Clinical: Primarily at clinical placement sites
Time Commitment	Course Overview NUR 365 is an elective course open only to nursing students who are completing the Palliative Care Nursing minor and who have completed at least NUR 361 & NUR 362. It is the fifth in a sequence of five elective nursing courses in the Palliative Care Nursing minor. 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): Clinical Hours: (90 total) 80-90 hours of precepted clinical practice at your placement site 0-10 hours of working in Simulation Lab with Simulation Coordinator Didactic Hours (45 total): Seat Time in synchronous classes on Zoom: 10 hours (2 hours in Zoom class x 5 class sessions) Assigned readings, videos, etc. related to each class session: 15 hours (1 hour/week x 15 weeks) Researching, writing, & responding to Discussion Board Posts: 10 hours Researching, writing, & presenting Patient Case Presentation from Clinical Practice: 10 hours

Required Learning Materials	Matzo, M. & Sherman, D. W. (2019). <i>Palliative care nursing: Quality care to the end of life</i>. (5th Ed.). Springer Publishing. McFadden, J. (2024). <i>Nothing to fear: Demystifying death to live more fully</i>. Tarcher Penguin. HPNA Nursing Resource Guides (NRG's) – Log into your HPNA student member account. Under the Practice & Research tab of the home page, click on Nursing Resource Guides on lower left. Hospice of Santa Cruz County (2021). <i>When death is near: A caregiver's guide</i>. Quality of Life Publications. https://www.golpublishing.com/wp-content/uploads/2022/02/WDIN-Eng-v1.4-Sample.pdf
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

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)

By the end of this course, students will be able to:

1. Utilize the nursing process to provide effective palliative/hospice 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 for seriously ill patients.
3. Integrate evidence-based research, clinical expertise, client preferences, and social determinants of health to provide culturally-competent palliative care.
4. Incorporate informatics and healthcare technologies into palliative/hospice nursing practice.
5. Contribute to safety and quality improvement of the palliative/hospice care environment.

Course Overview - NUR 365

Clinically-Focused Didactic Readings & Discussions (in-class or online): 1 credit (45 hours)

Clinical Placement and/or Simulation: 2 credits (90 hours, some of which may be in Sim Lab)

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

Student Participation Expectations

This asynchronous course requires consistent, meaningful engagement with content, peers, and the instructor each week. Logging in without completing activities does not count as participation.

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 — post original responses and engage thoughtfully with peers within the required window.
- 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 posts 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 (discussions, 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.

Students should carefully review the instructions & grading rubric for each assignment prior to completion. The proportion that each of the graded assignments contributes to your grade in this course is as follows:

NUR 365 Graded Assessments	Percentage of Total Grade
Clinical Preceptor Evaluations (Satisfactory/Unsatisfactory)	51%
4 Journal Reflections on Clinical Practice Experiences (Satisfactory/Unsatisfactory)	16%
3 Discussion Boards (Graded)	18%
1 Case Presentation (synchronous via Zoom) based on precepted clinical practice (Graded)	15%
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 up of grades

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/
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

Weekly Course Schedule – Didactic Portion

Didactic Portion of Course: Weekly Topics, Readings, & Assignment Due Dates

Note: Instructor reserves the right to modify this schedule. Changes will be communicated through Canvas

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

Module #: Dates	Theme/Topics	Readings, Videos, Resources, etc.	Deliverable(s) & Due Date(s)
#1: 8/17/26 – 8/23/26	Course Introduction -Orientation to course -Format of didactic sessions Review practical applications of: -AACN CARES & G-CARES Competencies -NCP 8 Domains of Quality PC	*AACN CARES Competencies – Pg. 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 *Review all resources & guidelines on proper APA formatting of citations & references posted in Week 1 module	*Review course syllabus – Sign & upload first page to Canvas by Sunday, Aug. 23 *Ungraded discussion board: -Describe 1-2 of your favorite moments during summer break. -Respond to 1 classmate’s initial post.
#2: 8/24/26 – 8/30/26	Introductions to Clinical Placements -Site name & location -History of site -Population served -Current hospice & PC patient census -Clinical practice areas & Clinical preceptor (TBD for Mini-cohort B (doing clinical hours in May) -Your clinical learning objectives	*Research the website & resources for hospice where you are placed: -Hospice name & location -History of site -Population served -Current hospice & PC patient census -Clinical practice areas & -Clinical preceptor (TBD for Mini-cohort B (doing clinical hours after end of semester) -Info provided by site -Any media mentions or articles re: this site or its parent company	Mini-cohort A (those doing clinical hours in August - October): 1st journal reflection (Satisfactory/Unsatisfactory) due Sun., 8/30
#3: 8/31/26 – 9/6/26	Hospice RN - Case Management & Case Presentation	*McFadden, Chap. 3 & 4 *Sample Case Presentation in Canvas	*Discussion Board 1 (graded) - Due next week for all students *Mini-Cohort A: Begin working on Patient Case Presentation (Due Week 8)

#4: 9/7/26 – 9/13/26	Initial Stages of PC or Hospice Care -PC or hospice referral criteria *Admission to PC/hospice: -Initial Nursing Care Plan -Respiratory symptoms -GI symptoms -Neuro symptoms -Fatigue, Insomnia -Anorexia, cachexia -Altered skin integrity	*Center for Medicare & Medicaid Services (CMS). Local coverage determination: Hospice determining terminal status: https://www.cms.gov/medicare-coverage-database/view/lcd.aspx?LCDId=34538 *Center to Advance Palliative Care, PC Referral Criteria: https://www.capc.org/documents/download/286/	Mini-Cohort A: 2nd journal reflection due Sun. 9/13/26 Mini- Cohort A: Continue working on Patient Case Presentation (Due Week 8)
#5: 9/14/26 – 9/20/26	Intermediate Stages of PC or Hospice Care Plan -Care plan revision due to changes in condition -Teaching disease progression -Other disciplines' POC -Care coordination with PC/hospice team, others Possible transfers to: -Higher/lower level of care -Care facility or hospital	Readings on PC & Hospice Interdisciplinary Plans of Care (POC) & IDT/IDG Meetings to review & revise POC	Mini- Cohort A: Continue working on Patient Case Presentation (Due Week 8)
#6: 9/21/26 – 9/27/26	Concluding Stages of Hospice Care Plan -Final hours/days of life -General Inpatient (GIP) or Continuous (Crisis) Care -Pt. Care & family support just after death -Bereavement services	*Matzo & Sherman – Chap. 27 *HPNA Nursing Resource Guide re: End of Life *Booklet: <i>When Death is Near: A Caregiver's Guide</i> : https://www.qolpublishing.com/wp-content/uploads/2023/12/WDIN-WTTC-Eng-v1.4-12-15-23.pdf Hospice Nurse Julie Video: 10 Signs Death is Near on Hospice: https://www.youtube.com/watch?v=j92souF67ho	*Discussion Board 2 (graded) - Due next week for all students *Mini-Cohort A: 3rd journal reflection due Sun., 9/27 *Mini-Cohort A: Continue working on Patient Case Presentation (Due Week 8)
#7: 9/28/26 – 10/4/26	Live Discharges from Hospice Care -Extended prognosis -Seeking “curative” care -Revocation from hospice -Transfer to other hospice -Transfer to supportive PC -Transfer to rehab, etc.	Wladkowski, S. P. & Wallace, C. L. (2022). The forgotten and misdiagnosed care transition: Live discharge from hospice care. <i>Gerontology and Geriatric Medicine</i> . DOI: 10.1177/23337214221109984	Mini-Cohort A: 4th journal reflection due Sun., 10/11

#8: 10/5/26 – 10/11/26	Case Presentations & Discussions by Mini-Cohort A (Synchronous via Zoom; Date & Time TBD – all students attend on Zoom if possible)	* McFadden, Chap. 7 & 8	
10/12/26 – 10/18/26	Fall Wellness Week – No Classes		
#9: 10/19/26 – 10/25/26	Challenging or Complex Patient/Family Scenarios -From your clinical site -Case studies -Possible case simulations (Synchronous via Zoom; Date & Time TBD)	*Readings/Videos on complex patient/family case scenario Mini-Cohort A: Case Presentations (on Zoom) – Date/Time TBD	
#10: 10/26/26 – 11/1/26	Family & IDT Care Conferences -Goals of care discussion/clarification -Completing AHCD or POLST -Internal Family Disagreements -Disagreements between Pt/Family & IDT	*Readings/Videos on family care conferences	
#11: 11/2/26 – 11/8/26	Hospice Care in Facilities -Skilled nursing facilities -Assisted Living facilities -Care homes		
#12: 11/9/26 – 11/15/26	Challenges in Providing Hospice or Palliative Care to Unhoused Individuals -Resources/Options in HI -Resources/Options in communities on mainland	*Jensen & Thorpe (2024) Social model hospice: Providing hospice & palliative care for a homeless population in Salt Lake City, Utah. <i>Journal of Hospice & Palliative Nursing</i> , (pdf in Module 12)	
#13: 11/16/26 – 11/22/26 In-Person (Sim Lab)	Assist with NUR 361 & NUR 363 Clinical Simulations (in Sim Lab, if needed)	*Review Case Studies & Storyboards *Pre-Briefing *Role-Play Simulations *De-briefing	Discussion Board 3 (graded) Due next week
#14: 11/23/26 – 11/29/26	Topics TBD (per students' suggestions)		

#15: 11/30/26 – 12/6/26	Putting it All Together: -Sharing Reflections -Plan for completing NUR 365 (for Mini-cohort B) -Applying what you’ve learned in PC minor wherever you practice (Synchronous on Zoom: Date/Time TBD)		*Mini-Cohort B (only): -Case Presentations (graded) to be done synchronously on Zoom (Date/Time TBD) *All 4 journal reflections (Satisfactory/Unsatisfactory) to be done during your clinical placement weeks
12/7/26 12/10/26	***Finals Week***	No Final for NUR 365	

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.