



School of Nursing & Health Professions

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

Canvas Course Website <https://chaminade.instructure.com/courses/47125>

Online Asynchronous | Credits: 3 | Term: Fall 2026

Instructor Information



Course Coordinator & 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

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 apply palliative care concepts and strategies for nurses to apply within palliative care teams to effectively assess and address social, spiritual, cultural, ethical & legal factors for people living with serious illness. We will further examine how palliative or hospice nurses collaborate within interdisciplinary teams to provide compassionate care and support to seriously ill patients and their loved ones. (Prerequisite: NUR-361).

Course Snapshot

Modality	Mostly asynchronous online, plus at least 1 synchronous session on Zoom & 1 in-person PC simulation session in Simulation Lab.
Time Commitment	Course Overview NUR 363 is an elective, didactic course open to nursing and non-nursing majors, with no course prerequisites. It is the third in a sequence of five elective nursing courses that can lead to a minor in Palliative Care Nursing. A grade of "C" or better is required to pass this course. 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 (mostly online): 35 hours (150 minutes or 2.5 hours/week x 14 weeks) Writing fourteen "3 Takeaways, 1 Application, & 1 Question" assignments: 14 hours Researching and creating movie-based Evolving Case Study & Matrix and small-group presentation: 20 hours Researching, writing & responding to 4 Discussion Board Posts: 12 hours Researching & writing Case Study Matrix for PC Simulation: 19 hours Assigned readings, videos, etc. related to each class session: 35 hours (2.5 hours/week x 14 weeks)
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.

	End of Life Nursing Education Consortium (ELNEC) Undergraduate/New Graduate curriculum. https://elnec.academy.reliaslearning.com/ELNEC-Undergraduate-New-Graduate-Curriculum.aspx If you have any problems accessing the modules after completing the registration process and purchase, please call Relias Support at 800-910-0223, option 2. Their hours of operation are 8 AM - 8 PM ET M - F.
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)

Upon completion of NUR 363, the student will be able to:

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

Marianist Values

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

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

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

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

Native Hawaiian Values

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

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

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 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 48 business (school) hours (see Communication policy above)
 - Weekly graded work (discussions, assignments): within 5 school days of the due date
 - Major assessments/projects: within [X] 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.

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

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

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	https://chaminade.edu/tutoring-academic-coaching-services

Resource	Description	Contact / Website
	individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	
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

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

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

Module - Week	Topics	Readings/Assignments/Deliverables
<u>MODULE 1</u> <u>Week of 8/17/26 – 8/23/26</u>	Introduction to Course PC Domain 4 – Social Aspects of Care (Part 1) -Role of medical social worker (MSW) on PC & hospice interdisciplinary teams (IDT's) -Psycho-social assessment of patients & families -Assessing & supporting emotional aspects of care -Social Determinants of Health -Social factors' impacts on seriously ill patients & families -Collaborating with community-based services/organizations	* Review Course syllabus – sign and upload to Canvas Module 1 Content (in Canvas): * Review AACN CARES PC Competencies for Undergraduate Nursing Students (p. 4) https://www.aacnnursing.org/Portals/42/AcademicNursing/Tool%20Kits/Essentials/Alignment-CARES-G-CARES-Essentials.pdf *National Consensus Project's Clinical Practice Guidelines for Quality PC – Domain 4 (pp. 26-31) https://www.nationalcoalitionhpc.org/wp-content/uploads/2020/07/NCHPC-NCPGuidelines_4thED_web_FINAL.pdf * Watch Video: Palliative Social Work - Caring for Seriously Ill Persons: https://www.youtube.com/watch?v=OJRIH3BW4DM *Graded Assignment: "3 Takeaways, 1 Application, and 1 Question"
<u>MODULE 2</u> <u>Week of 8/24/26 – 8/30/26</u>	PC Domain 4 – Social Aspects of Care (Part 2) -Caregivers' roles -Caregiver role stress & burnout -Emotional support for & care coordination with patients, families, Interdisciplinary Team	*Read: Matzo & Sherman, chap. 8 *See Module 2 in Canvas for other readings, videos, etc. *Discussion Board 1 *Graded Assignment: "3 Takeaways, 1 Application, and 1 Question"

<u>MODULE 3</u> <u>Week of 8/31/26 – 9/6/26</u>	PC Domain 4: Social Aspects of Care (Part 3) -MSW Care Plan -Nursing Care Plan -Nurse-MSW Care Coordination -IDT Collaboration	*Read: Matzo & Sherman, chap. 3 *See Module 2 in Canvas for other readings, videos, etc. *Begin working in small groups on film-based Case Study Matrix & Oral Presentation (Due Week 7). *Graded Assignment: “3 Takeaways, 1 Application, and 1 Question”
<u>MODULE 4</u> <u>Week of 9/7/26 – 9/13/26</u>	PC Domain 5: Spiritual Aspects of Care (Part 1) - Spiritual Assessment -Spiritual screening – evaluate spiritual needs and/or spiritual distress -Spiritual history – spiritual values & preferences & their impact on care decisions Full spiritual assessment: -Sources of spiritual strength & support -Existential concerns (lack of meaning, questions about existence, meaning & suffering) -Concerns about relationship to God, the Holy or Divine -Struggles related to loss of faith, faith community, or spiritual practices -Cultural norms & preferences impacting belief systems & spiritual practices -Hopes, values, fears, meaning & sense of purpose	• Matzo & Sherman, Chap. 6 *See Module 4 in Canvas for other readings, videos, etc. National Consensus Project’s Clinical Practice Guidelines for Quality PC – Domain 5 (pp. 32-33) https://www.nationalcoalitionhpc.org/wp-content/uploads/2020/07/NCHPC-NCPGuidelines_4thED_web_FINAL.pdf • FICA Spiritual History tool *Graded Assignment: “3 Takeaways, 1 Application, and 1 Question”
<u>MODULE 5</u> <u>Week of 9/14/26 – 9/20/26</u>	PC Domain 5: Spiritual Aspects of Care (Part 2) – Spiritual Care Plan -Recognize & support patient & family spiritual strengths -Include religious rituals & spiritual practices in care plan -Address spiritual needs & practices during care transitions -Support pt/family in displaying & using religious & spiritual symbols	* National Consensus Project’s Clinical Practice Guidelines for Quality PC – Domain 5 (pp. 34-37) https://www.nationalcoalitionhpc.org/wp-content/uploads/2020/07/NCHPC-NCPGuidelines_4thED_web_FINAL.pdf * HPNA video series on PC for people of Muslim, Jewish, Hindu, and Buddhist faith traditions: https://www.advancingexpertcare.org/about-hpna/diversity-in-health-care/ *See Module 5 in Canvas for other readings, videos, etc. *Graded Assignment: “3 Takeaways, 1 Application, and 1 Question”

MODULE 6 <u>Week of 9/21/26 – 9/27/26</u>	PC Domain 6: Cultural Aspects of Care (Part 1) – Assessment -Recognize patient & family cultural preferences & their impact healthcare practices -Cultural beliefs, rituals, practices -Health literacy -Preferred or primary language -Gender identity & preferred pronouns	• HPNA CE Course (free for HPNA Student Members) - Growing Cultural Humility for More Equitable & Compassionate Practice • National Consensus Project's Clinical Practice Guidelines for Quality PC – Domain 6 (pp. 38-41) https://www.nationalcoalitionhpc.org/wp-content/uploads/2020/07/NCHPC-NCPGuidelines_4thED_web_FINAL.pdf • Coolen, P. (2012). Cultural relevance in end-of-life care. https://bioethics.pitt.edu/sites/default/files/publication-images/CEPResources/Coolen%2C%20PR%20%282012%29.pdf *See Module 6 in Canvas for other readings, videos, etc. *Discussion Board 2 *Graded Assignment: “3 Takeaways, 1 Application, and 1 Question”
MODULE 7 <u>Week of 9/28/26 – 10/4/26</u>	PC Domain 6: Cultural Aspects of Care (Part 2) – Plan of Care Incorporates & respects: -Who the patient defines as their family -Beliefs, values, & traditional practices -Language and communication preferences -Level of health literacy	National Consensus Project's Clinical Practice Guidelines for Quality PC – Domain 6 (pp. 41-44) https://www.nationalcoalitionhpc.org/wp-content/uploads/2020/07/NCHPC-NCPGuidelines_4thED_web_FINAL.pdf HPNA CE Course - LGBTQ+ Patients & Caregivers: Context & Considerations *See Module 7 in Canvas for other readings, videos, etc. *Graded Assignment: “3 Takeaways, 1 Application, and 1 Question”
MODULE 8 <u>Week of 10/5/26 – 10/11/26</u>	PC Domain 8 - Ethical & Legal Aspects of Care (Part 1) – Ethical -Just because we can provide certain care, should we? -Bioethics in healthcare, PC -Pt/surrogate's right to decline care -Medically non-beneficial care -Requests for provider-assisted death	• Matzo & Sherman – Chap. 4 • Video - Dr. Daniel Hoefer: “If Only Someone Had Warned Us”: https://www.youtube.com/watch?v=0JzesJw9UYI • HPNA & ANA Codes of Ethics National Consensus Project's Clinical Practice Guidelines for Quality PC – Domain 8 (pp. 52-59) *See Module 8 in Canvas for other readings, videos, etc. *Graded Assignment: “3 Takeaways, 1 Application, and 1 Question” *Discussion Board 3 due next week

<u>FALL WELLNESS WEEK – NO CLASS</u> <u>WEEK OF 10/12/26 – 10/18/26</u>		
<u>MODULE 9</u> <u>Week of 10/19/26 – 10/25/26</u>	PC Domain 8 Ethical & Legal Aspects of Care (Part 2) – Legal (Advance Care Planning & Goals of Care Discussions) -Advance Health Care Directive -POLST -Determining decisional capacity -Other legal issues related to end-of-life concerns & planning	• Matzo & Sherman – Chap. 5 • Goals of Care Conversations – The Conversation Project: https://theconversationproject.org/ Kokua Mau website, videos & online resources: https://kokuamau.org/advance-care-planning/ *Graded Assignment: “3 Takeaways, 1 Application, and 1 Question” • HPNA Nursing Resource Guide (NRG) re: Advance Care Planning: https://advancingexpertcare.org/ *ZDoggMD video: “Ain’t the Way to Die: Talk About Your End of Life Wishes”: https://zdoggmd.com/aint-the-way-to-die/ Begin working on Case Study Matrix for Sim. Session during Week 13 *Graded Assignment: “3 Takeaways, 1 Application, and 1 Question”
<u>MODULE 10</u> <u>Week of 10/26/26 – 11/1/26</u>	PC Domain 8 Ethical & Legal Aspects of Care (Part 3) – Ethical Moral Distress; Building Moral Resilience & Nurses’ Well-Being -Compassion Fatigue -Cumulative Secondary Loss & Grief in PC -Moral Injury -Moral Distress -Moral Resilience -Self-Awareness & Self-Care -ANA Well-Being Initiative	• HPNA Nursing Resource Guide: Cultivating Self-Awareness & Resilience: https://www.advancingexpertcare.org/wp-content/uploads/2023/01/Self-Awareness-and-Resilience_NRG-3.pdf *See Module 10 in Canvas for other readings, videos, etc. *ANA–Exploring Moral Resilience: Toward a Culture of Ethical Practice https://www.nursingworld.org/~4907b6/globalassets/docs/ana/ana-call-to-action--exploring-moral-resilience-final.pdf *ANA Well-Being Initiative: https://www.nursingworld.org/practice-policy/work-environment/health-safety/disaster-preparedness/coronavirus/what-you-need-to-know/the-well-being-initiative/ *Graded Assignment: “3 Takeaways, 1 Application, and 1 Question”

<u>MODULE 11</u> <u>Week of 11/2/26 - 11/8/26</u>	Ethical & Legal Aspects of Care (Part 4) - Ethics/Bioethics, Diversity, Equity, Inclusion & Belonging in Healthcare Zoom recording with members of Queen's Ethics Committee (in Canvas) -Racism in nursing -Anti-Racism -Allyship -LGBTQ+ Inclusive Care -Health Inequities in PC & Hospice -Native Hawai'ian & Pacific Islanders in PC/Hospice	*HPNA – Diversity, Equity, Inclusion & Belonging: https://www.advancingexpertcare.org/diversity-equity-inclusion-belonging/ *ANA Project ECHO on Racism in Nursing: https://www.nursingworld.org/practice-policy/workforce/racism-in-nursing/national-commission-to-address-racism-in-nursing/project-echo/ • HPNA Nursing Resource Guide: LGBTQ+ Inclusive Care https://www.advancingexpertcare.org/wp-content/uploads/2023/03/NRG_LGBTQ-Inclusive-Care.pdf *HPNA's DEIB-related resources for clinicians: https://www.advancingexpertcare.org/education-events/on-demand-education/22diversity-equity-inclusion-belonging/ *See Module 11 in Canvas for other readings, videos, etc. *Graded Assignment: "3 Takeaways, 1 Application, and 1 Question"
<u>MODULE 12</u> <u>Week of 11/9/26 - 11/15/26</u>	Ethical & Legal Aspects of Care (Part 5) - Legal Aspects; Advance Health Care Directives; Durable Power of Attorney; Other Legal Considerations	*See Module 12 in Canvas for other readings, videos, etc. *Graded Assignment: "3 Takeaways, 1 Application, and 1 Question" *First draft of PC Evolving Case Study Matrix due next week
<u>MODULE 13</u> <u>Week of 11/16/26 - 11/22/26</u>	Evolving Case Study Simulation in Simulation Lab	*See Module 13 in Canvas for other readings, videos, etc. *Graded Assignment: "3 Takeaways, 1 Application, and 1 Question" *Final version of PC Evolving Case Study Matrix due next week
<u>MODULE 14</u> <u>Week of 11/23/26 - 11/29/26</u>	Quality Improvement, Leadership & Advocacy in PC -Nurses' Roles in Continuous Quality Improvement -Leadership Roles in PC & Hospice Teams & Agencies -Public Advocacy by & for PC/Hospice clinicians	*See Module 14 in Canvas for other readings, videos, etc. *Discussion Board 4 due next week *Graded Assignment: "3 Takeaways, 1 Application, and 1 Question"

<u>MODULE 15</u> <u>Week of 11/30/26 – 12/6/26</u>	Concluding Discussion Synchronous on Zoom (Date & Time TBD) -Reviewing and Applying Lessons Learned in NUR 363 -Looking ahead to NUR 364	
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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.