

Academic Unit:	School of Nursing
Course Prefix:	NUR 320
Course Title:	Basic Principles in Palliative Care
Term Offered:	Summer, Fall and Spring
Credit Hours/Clock Hours:	3 credit hours
Course Prerequisite:	Admission to nursing program
Co-requisites:	
Mode of Instruction:	Online
Instructor Name:	
Instructor Contact Information:	
Instructor Availability:	

Catalog Description

Provides an overview of core principles of palliative care. Emphasizes strategies to improve palliative care and emphasizes the nurse as a member of an interdisciplinary team.

Course Purpose

This first semester required traditional BSN course explores content related to care of individuals and families who are facing life limiting illness or events. This online course introduces the basic principles of palliative care and is presented within a quality of life framework. Emphasis is placed on the nurse as a member of an interdisciplinary team and patient advocate in order to provide quality palliative care, particularly at the end-of-life. This course integrates, class discussions, case studies and a variety of other learning mechanisms.

Student Learning Outcomes

Upon completion of the course, the successful student:

Clinical Practice and Prevention

- Identifies the impact of culture on delivery of palliative care with diverse populations.
- Describes approaches to work with individuals, families, and/or communities to implement culturally-reinforcing palliative care.
- Discusses core principles of palliative nursing care for patients and families facing life-limiting and end of life situations.

Communication

- Develops strategies to promote ongoing communication with the interdisciplinary team, patient, and family through a life-limiting or end-of-life process.

Critical Reasoning

- Analyzes relevant research and evidence-based findings related to palliative care.

Leadership

- Describes the multiple roles of nurses for improving palliative care.

Professionalism and Professional Values

- Identifies ethical, professional, and legal frameworks used in addressing palliative care.

Global Health:

- Describes approaches to work with individuals, families, and/or communities to implement culturally-reinforcing palliative care.

Course Structure/Approach

This course is a theory course (3 credits). This course addresses theoretical and practice issues related to providing palliative care.

This course uses a variety of approaches to support the students' meeting the student learning outcomes. These instructional methods include, but are not limited to: Lecture (written), discussion, cooperative group learning exercises, reflective writing exercises, and case studies.

Required Textbook:

Matzo, M. L., & Sherman, D.W. (2015). *Palliative care nursing: Quality care to the end of life* (4th ed.). New York: Springer Publishing Company (ISBN 978-0-8261-9635-4).

Recommended:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (ISBN 978-1-4338-0561-5).

Course Evaluation Methods

Journals (2 @ 10pts)	20 points
Discussion (6 @ 5pts)	30 points
Articles (2 @ 5pts)	10 points
Movie	5 points
Student Presentation	25 points
Case Study Paper	10 points
Total:	100 points

Course Grading and Assessment

A = 93% - 100%

B = 84% - 92%

C = 78% - 83%

F = < 78%

A grade of "C" or above is a passing grade in this course. All assigned work must be completed to receive a passing grade.

COURSE POLICIES

The following expectations are required of every student enrolled in NUR 320:

Attendance:

Under NAU policy, students are expected to complete every session of classes in which they are enrolled. The format of this online class includes presentations, activities/assignments, and discussion. By not completing discussions and assignments, students are deprived of that experience and deprive others of their input.

Assignments:

ALL ASSIGNMENTS are due on **Sunday by 11:59 pm** and are to be submitted on the assignments page as scheduled. Late assignments will not be accepted unless prior approval from the instructor is obtained. Students are expected to have read the assigned reading, complete the on-line lessons, discussion, writing, and journal assignments. Students must be prepared to discuss the topics and to ask relevant questions concerning content.

Late Assignment Policy: Faculty understand that sometimes life gets in the way, if you know ahead of time that you may need extra time for a particular assignment, notify the assigned faculty via e-mail before the assignment is due to request an extension. If notification occurs before the assignment is due, and a mutual agreed upon extension occurs, no penalty will occur as long as student meets new assignment deadline. ***If continued requests for extensions became a pattern as a result of poor time management, requests will not be honored.***

If students do not make arrangements ahead of time and miss assignments, make up (late assignments) assignments may be arranged for valid reasons such as illness or personal/family emergencies. Arrangements to make up an assignment must be made with the faculty within one week of the missed assignment. Make up assignments will not earn full points, but will have a 20% deduction in the overall grade for that assignment. **If arrangements for the makeup assignment have not been made within one week of the assignment, the student will receive ZERO points for that assignment.** *Discussion Assignments are excluded from this policy due to the group participation of the activity.*

Academic Integrity

The School of Nursing has a responsibility to the public and to the nursing profession; thus, it reserves the privilege of retaining only those students who, in the judgment of the faculty, demonstrate high academic standards. These academic standards include honesty, accountability, and accepting responsibility for one's own work. Examples of unacceptable behavior are plagiarism and cheating. There is no tolerance for cheating or plagiarism in this class. Any student participating in acts of academic dishonesty will be subject to the procedures and consequences outlined in Northern Arizona University Student Handbook. Acts of academic dishonesty include but are not limited to the following: copying the work of other students, using unauthorized crib notes, plagiarism, stealing tests, or forging an instructor's signature. Cheating on a test or plagiarism of written work will result in an "F" or "0" points being awarded to that test or paper.

All forms of student academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism are prohibited and subject to disciplinary action.

- Cheating means intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- Fabrication means intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Plagiarism means intentionally or knowingly representing the words or ideas of another, as one's own in any academic exercise.

For further explanation of academic dishonesty refer to the [School of Nursing Undergraduate Student Handbook](#) and [Northern Arizona University Student Handbook](#).

Withdrawal Policy:

If a student is unable to attend the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course before the withdrawal deadline (see current [NAU Academic Calendar](#) for deadline).

Handbook Policies:

All policies in [NAU Student Handbook](#) and the [School of Nursing Undergraduate Student Handbook](#) and [Northern Arizona University Policy Statements](#) apply to this course.

University Policies:

Review the following policies available on the Northern Arizona University Policy Statement website (<http://nau.edu/OCLDAA/Forms/UCC/SyllabusPolicyStmts2-2014/>):

1. Safe Environment Policy
2. Students with Disabilities Policy
3. Academic Contact Hour Policy
4. Academic Integrity Policy (also see [http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONEST Y.pdf](http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONEST%20Y.pdf))
5. Research Integrity Policy
6. Sensitive Course Materials Policy
7. Classroom Disruption Policy (also see http://nau.edu/uploadedFiles/Administrative/EMSA_Sites/Folder_Templates/Forms/Classroom_Disruption_Policy.pdf)

The Impaired Student policy will be strictly adhered to; there will be no tolerance in for any evidence of substance abuse.

OUTCOME ACTIVITY DESCRIPTIONS

Introduction (0 points; due the end of week one)

- On the discussion board
 1. Introduce yourself.
 - a. Tell us something about yourself such as where you live
 - b. Your clinical background
 - c. Courses you are enrolled in for the Fall 2016 semester
 - d. Your career goals
- Each of the following activities will reflect and incorporate content and information provided in weekly classes.
- Your name must appear on all activities for full credit.
- When appropriate, APA 6th edition formatting is expected.
- All activities must be turned in on time: **Sunday at 11:59 pm** unless previous arrangements have been made with your instructor.

Journals (2 @ 10 points each): Each journal entry

- 1-2 pages in length and address specific information as described
- Name on top of page
- APA format: (minimally): margins, font, line spacing
- #1 Personal/professional experience associated with loss:
 - You do not need to cite a source
 - Talk about a personal or professional loss you have experienced.
 - Describe briefly the circumstances
 - Discuss 1-2 positive aspects associated with this experience
 - Discuss 1-2 negative aspects associated with this experience
 - Talk about the role of health/medical care and if possible, the role of a nurse or nurses or doctors in this experience
 - Who provided strength for you during this experience?
 - Overall, what did you learn from this experience?
- #2 Reflection of Class Learning:
 - Use at least two sources (other than your text) to support your ideas within the journal
 - Cite the resources in APA format at the end of the paper
 - Try to focus on one or two thoughts and develop them.
 - Overall, briefly discuss what you have learned from this course this semester, and discuss how you will use it.
 - What is the (one) most significant idea concerning palliative care that you have learned over this semester? Why? How will this impact/influence your future practice?

Discussion Questions (6 @ 5 points each)

- Discussion Questions are posted by the instructor or student presenters.
- Students will post an initial answer to the question and respond substantively to one other colleagues' post. Initial posts are due **Wednesdays by 11:59 pm**. Substantive responses are due **Sunday by 11:59 pm**.
- Each student is to respond to the person who posted their initial discussion just before they did. Each student must reply to the person who responded to you. This means you will have three posts for the discussion. Initial post, response to the post before you and reply to comments related to your post. The first person who posts their initial discussion for the week may respond to anyone in the group.
- Points will be awarded based on
 - The thoroughness and depth of response.
 - Consider, stating or focusing on *one* opinion or idea and topic.
 - Please if possible, use APA format: margins, line spacing, font;
 - Include your name.
 - Accurate spelling, grammar, and punctuation are an expectation in any college course.
Professional terminology is expected; refer to persons as "man", "woman", "patient", "gentleman", etc., not "guy". Please use full words and do not use "texting" shorthand. Also, please do not type in all caps.
- Support your thoughts with evidence.
 - Evidence may be from experience (personal or professional) or
 - May be from the literature such as professional articles, conferences, and professional websites. (evidence based)
 - Try to support your ideas with at least one reference other than you text.
 - Cite that reference using APA format
- Substantive Postings to the Discussions is defined as adding content value to the discussion. Posting, "Good comment" or "I agree" is not considered a response! Always keep in mind that the content shared during discussion adds to the learning of the entire class – the quality of your response is important. Here are a few other points to consider:
- Incorporate what you learned from the readings into your responses ... please cite references as appropriate.
- Offer "real-life" examples including what worked and what did not work from your own experiences.
- Contribute new ideas and ways to look at the issue....creativity and new perspectives are an important part of the exploration of this course.
- **IMPORTANT:** Remember to be positive in your approach to others when communicating in the online environment. Watch the "e-tone" of your postings. Without body language and facial expressions, written messages can be easily misunderstood. If your "e-tone" with your peers is a bit brusque, I may caution you in a private e-mail if I think you should be a bit more careful with the tone of your postings.

- #1 Discussion: Family & Caregivers and Culture- From the posted case study about Mrs. Mendez, please respond to the following. There are many people (“family” and “caregivers”) affected by this experience over time: during time of diagnosis, decline and admission to hospice and to the time of her impending death.
 - Select one person at one time point, and discuss how a palliative care nurse might have intervened at that point to help them.
 - How did culture influence communication with patients and family caregivers in this case?
 - **The response:** Please respond to one of your peers comments.
 - You do not need to support your comments/ideas from the literature.

- #2 Discussion: Ethics & Legal Issues- The case study from week 2 about Mrs. Mendez and the video this week entitle “Claire’s Story” reflect **multiple** conflicts and dilemmas, some ethical, some legal. For discussion this week complete the following from either the case study or the video:
 1. Select one of the following terms: **autonomy, beneficence, non-maleficence, justice or legal.**
 2. Define the term (cite the source).
 3. Select one of the people involved (Mrs. Mendez, one of her children, the home care nurse) or Claire, and the circumstances (any associated with the case study or Claire’s story)
 4. Give an example using that person and situation as to how or why it relates to the term you have selected.
 5. Explain how or why that principle was relevant (good or bad) to that person and the situation.
 6. Respond to one other person’s post-added insight or an idea or a different view.
 - I am looking for *application* of a principle associated with ethics and/or law
 - Describe that application of a principle to me and your peers.
 - You may use a term that has already been used but apply it to a different person or situation.

- #3 Discussion: Quality of Life: Select one of the following terms/dimensions associated with quality of life: economic/financial; roles/relationships; appearance/body image; pain; fatigue; anxiety/stress; happiness/enjoyment; fear; suffering; religiosity; or hope. Then, in one short paragraph:
 - define the term (cite the reference)
 - explain its relationship to quality of life (I am asking you to explain how it impacts directly quality of life or what is its relationship to
 - give an example of a palliative care nursing intervention that would impact or facilitate quality of life in a positive way.

- #4 Discussion: student presentation-TBA
- #5 Discussion: student presentation-TBA
- #6 Discussion: student presentation-TBA

*due dates may be adjusted by a week with student presentations

Articles (2 @ 5 point each):

- select an article from the library (suggest using the Cline Library, online resources)
- upload/submit a copy of the article in a PDF format with your comments
- make sure your name is on the top of the paper
- cite the article in APA format at the top or end of the paper
- use APA format: margins, font, line spacing.
- At least 3 paragraphs long (1 page)
- Please use complete sentences, make a statement or observation and then support it.

#1: Article

- Select an article about palliative care and nursing
- Needs to be less than 5 years old
- from the professional literature
- From this article answer and explain the following questions:
 - How does the article define palliative care?
 - What population/area of palliative care does it address?
 - How does it describe the nursing role in palliative care?
 - What 2 things did you learn from this article?

#2: Article

- Select an article about a specific complementary or alternative therapy from the PROFESSIONAL literature
- From this article
 - Identify and define what the therapy is and how it is used
 - The pros and cons of the therapy?
 - How valid/successful is the therapy?
 - What do palliative care nurses need to know about the therapy?

Movie (5 points)

- Select one of the following movies: **WIT: highly recommend this one!!!**; (2001 with Emma Thompson); Philadelphia (1993, with Tom Hanks); Million Dollar Baby (2004 with Hillary Swank); Bucket List (2007, with Jack Nicholson); First You Cry (1978, with Mary Tyler Moore); The Theory of Everything (2014, with Eddie Redmayne); 50/50(2011, with Joseph Gordon-Levitt); Still Alice (2015, Julianne Moore); My Sister's Keeper (2009, Cameron Diaz) Other: ***If you choose to select another movie, ok it with your instructor first.***
- See instructions regarding “articles”
- After watching this movie
 - Briefly describe the circumstances of the movie.
 - Who is the focus/viewpoint most reflective of the patient, family, friends or all perspective? Discuss its effectiveness.
 - Describe how the illness/dying trajectory was portrayed?
 - What was the focus/point of the story i.e. QoL; ethical/legal, physical, psychosocial-explain your response.
 - How was health care portrayed? Explain.
 - As a relatively popular movie how do you think it portrayed the death and dying and/or the palliative care experience-especially as interpreted by the lay public? Explain.

□ **Case Study Paper (10 points)**

- Select and view one of the character videos that are in the “Videos” folder. (they will be available by midsemester)
- Explore, through self-reflection and from the professional literature, your personal and professional attitudes about your patient and how that might influence the care you would give.
- 2-3 pages (does not include reference list and title page)
- APA format with a reference list and title page, no abstract
- Cite sources within the paper.
- This is now your patient, address the following:
 - Introduce your patient in the paper.
 - Answer, address and provide research the following questions regarding your care and communication with this patient:
 - What is your plan of care for this patient?
 1. Evaluate what part of the plan is what the patient needs/desires and what part is “your agenda”. How can you prepare to be with this patient without judgment?
 2. What is your sense of the patient’s communication? What communication styles would best help with the patient you selected?
 3. How can you best avoid personal assumptions in communication with this patient? How can you avoid imposing your personal values, spirituality or religious belief on your patient?
 4. Explore how you plan to care for your patient if there is an ethical dilemma or in the face of agony you cannot do anything more for the patient. How would therapeutic presence help in your situation?

□ **Student Presentation (25 points; due date depends on the week of presentation)**

- There will be one online presentation addressing either palliative care needs of unique populations, specific illnesses or symptom assessment and management.
- Each presentation will be done with two-three students working together.
- There will be a sign up list with suggested topics and dates and criteria. To be presented during weeks 7, 8, 9, 10 & 11.

ELEMENTS/CRITERIA of STUDENT PRESENTATIONS

- With a group of 2 students, select one topic from the sign up list that is associated with palliative care populations. You will present to your fellow students using a PowerPoint format, provide handouts, and lead the discussion for that week.

A. Presentation: 5-10 PowerPoint slides (can be narrated or not) that address the following criteria. Presentation should last between 5-10 minutes.

UNIQUE POPULATIONS: pediatric, geriatric, homeless or other vulnerable population;

1. Describe/define the population (age or circumstance)
2. Discuss how this age/circumstance impacts the diagnosis and treatment/care of an individual with a potentially life limiting illness.
3. Identify and then explain important palliative care nursing implications associated with this population such as: what are they, how does a nurse adapt treatment/care to accommodate this population.

CHRONIC ILLNESSS: cancers, neuro, cardiac, immune, respiratory, other

1. Define the illness, its etiology, and prevalence
2. Discuss how it is diagnosed, briefly describe signs/symptoms, treatment and usual trajectory
3. Explain important palliative care nursing implications associated with treatment/care and management of this illness.

SIGNS/SYMPTOMS OFTEN ASSOCIATED WITH END OF LIFE and PALLIATIVE CARE: pain, fatigue, dyspnea, hydration, constipation/diarrhea, depression, anxiety, anorexia, pruritus, delirium, confusion, other.

1. Define/describe the sign/symptom and include prevalence, pathophysiology, causes/factors that influence the s/s.
2. Discuss assessment, management and interventions that may be utilized by a palliative care nurse
3. Explain other important palliative care nursing implications associated with this s/s.

B. Handouts:

1. Outline: narrative, outline form or ppt handouts (preferred is 3 to a page-you can email me the ppt presentation and I will create and post the handouts)
2. Reference list in APA format with:
 - At the top: title/topic and names of presenters
 - A copy of all articles must be submitted in a PDF format to your instructor so that she/he can post them for your peers.
 - At least 5 evidence based (reliable, valid, professional) resources (in addition to your textbook):
 - At least 2 of these resources must be NURSING clinical practice or research articles
 - At least one of these resource must be a professional resource such as a web site or standards of practice, videos etc.
 - if you have a question, check with your instructor.

C. Two discussion questions (include on the bottom of the reference list handout)

- These may be associated with a case study, a clinical practice issue, an ethical/legal issue etc.....etc.
- At least one response to each student comment

All documentation: PowerPoint presentation, handouts, copies of resources, reference list with discussion questions MUST be turned in to your instructor on Sunday (the day before your presentation opens up) by 5pm. Your instructor will post all of the documents for the week.