City University of New York (CUNY)

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2021

NUR 4050 Family Centered End of Life Care Across the Life Span Syllabus

Linda Bradley
CUNY New York City College of Technology

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NEW YORK CITY COLLEGE OF TECHNOLOGY

The City University of New York
Department of Nursing
RN-BS Program

Spring

2021

NUR 4050

OL45

Family Centered End of Life Care Across the Life Span

Fully Online

Linda Bradley M.S.N., M.P.H, PHCNS-BC

Assistant Professor

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Course Number and Name: NUR 4050 Family Centered End of Life Care Across the Life Span

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Course Coordinator Name and email: Prof. Linda Bradley

COURSE SYLLABUS

COURSE CODE & NAME: NUR 4050 Family Centered End of Life Care Across the Life Span

CREDITS: 3 Credits

CLASS HOURS: 3 Hours per week
                                    Lecture viewing deadline: TBD

Office Hours: Schedule made at beginning of the semester
Additional office time or in person available by appointment.

PREREQUISITE: NUR 3010, NUR 3110, NUR 3130 OR
Permission of Nursing Department- Computer Literacy Required

Required Textbook:
None: This is an Open Education Resource Course (OER)

Vadivelu, N., Kaye, A., & Berger, J. (2013). Essentials of Palliative Care (1st ed. 2013.).
Springer New York. https://doi.org/10.1007/978-1-4614-5164-8 (see library link Open Lab)

Rosser, M., Walsh, H., & Patel, C. (2015). Fundamentals of palliative care for student nurses
(First edition.). Wiley Blackwell. (see library link in Open Lab)

De Lima, L. (2007). International Association for Hospice and Palliative Care list of essential
medicines for palliative care. Annals of Oncology, 18(2), 395–399.
https://doi.org/10.1093/annonc/mdl373

Ferrell, B, Malloy P., Mazanec, P.,Virani,R. (2016). *CARES: AACN's New Competencies and
Recommendations for Educating Undergraduate Nursing Students to Improve Palliative Care*,
Journal of Professional Nursing, (32) 5 327-333. https://doi.org/10.1016/j.profnurs.2016.07.002

Additional literature in your BlackBoard course site and in the Open Lab course site see below:

https://openlab.citytech.cuny.edu/end-of-life-care-/

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Other books and resources of interest:
Gawande, Atul. (2014). *Being mortal: medicine and what matters in the end.* New York, N.Y.:
Metropolitan Books/Henry Holt and Company.

Chapple, H.S. (2010). *No Place for Dying.* Walnut Creek, California: Left Coast Press.
American Nurses Association.

American Nurses Association. (2008). Code *of Ethics for Nurses with Interpretive Statements.*
Silver Springs, Maryland: American Nurses Association

American Psychological Association. (2010). *Publication Manual of the American
Psychological Association* (6th.ed.) Washington, DC: Author.

Course Description:
This course explores the nurses' involvement in family centered end-of-life care. How a
healthcare team approach can address the myriad needs facing individuals and their families at
this time of life are discussed. Principles of hospice and palliative care are used as a guide for
this curriculum. Factors involved in expert nursing care, which have the potential to greatly
reduce the burden and distress of those facing life's end and the ability to offer support for the
physical, psychological, social, and spiritual needs of clients and their families are presented.

This course is designated as Online (O). Online courses are more than 80% -100% online.

COURSE OBJECTIVES:

Student Learning Outcomes	Gen Ed Outcomes
1. Describe the common characteristics of dying in America.	**Knowledge**- Develop Knowledge from a wide range of disciplinary perspectives, and develops the ability to deepen and continue learning. Development knowledge from a range of disciplinary perspectives, and hone the ability to deepen and continue learning.
2. Discuss regulations and guidelines employed by federal, state, medical and nursing professional organizations in the delivery of end-of-life care.	**Skills**- Acquire and use the tools needed for communication, inquiry, analysis, and productive work.
3. Explain the leadership role for nurses in end-of-life care.	**Skills**-Acquire and use the tools needed for communication, inquiry, analysis, and productive work
4. Incorporate informational technology in the attainment of quality nursing care at the end-of-life.	**Skills**-Acquire and use the tools needed for communication, inquiry, analysis, and productive work
5. Incorporate nursing research in the attainment of quality nursing care at the end-of-life.	**Integration**- Work productively within and across disciplines
6. Apply the principles of hospice and palliative care in the provision of quality end-of-life nursing care to clients and families.	**Values, ethics and relationships** – Understands and apply values, ethics, and diverse perspectives in personal, professional, civic and cultural/global domains.

7. Explain the importance of ongoing communication in a caring manner with interdisciplinary team members, clients and families throughout the end-of-life experience.	**Knowledge**- Develop Knowledge from a wide range of disciplinary perspectives, and develop the ability to deepen and continue learning
8. Evaluate the significance of collaboration with significant support people and members of the healthcare team throughout the end-of-life experience.	**Knowledge**- Develop Knowledge from a wide range of disciplinary perspectives, and develop the ability to deepen and continue learning
9. Examine the importance of critical thinking strategies in the incorporation of knowledge gained from nursing, humanities and the biological and social sciences into end-of-life care.	**Values, ethics, and relationships** – Understands and apply values, ethics, and diverse perspectives in personal, professional, civic, and cultural/global domains.
10. Formulate therapeutic nursing interventions using Watson's Human Caring theory to meet the assessed holistic needs of clients and families throughout the end-of-life experience.	**Values, ethics, and relationships** – Understands and apply values, ethics, and diverse perspectives in personal, professional, civic, and cultural/global domains.
11. Use the nursing process to provide culturally competent care to clients and families throughout the end-of-life experience.	**Knowledge**- Develop Knowledge from a wide range of disciplinary perspectives, and develop the ability to deepen and continue learning
12. Discuss the professional codes and standards of practice that serve to guide and facilitate resolution of end-of-life care dilemmas.	**Values, ethics, and relationships** – Understands and apply values, ethics, and diverse perspectives in personal, professional, civic, and cultural/global domains.
13. Incorporate nursing beliefs, assertions, and personal ideologies on death and dying into nursing practice to meet clients and family needs at the end-of-life	**Values, ethics, and relationships** – Understands and apply values, ethics, and diverse perspectives in personal, professional, civic, and cultural/global domains.
14. Identify opportunities for continuing education and new initiatives in end-of-life care.	**Integration**- Work productively within and across disciplines

TEACHING METHODOLOGY
Internet Websites
Discussion Board
For the purposes of this course and in order to address the multiple learning styles of students, a variety of methods and strategies will be used to enhance the facilitation of student education.
For example, a class session may be carried out in several ways, including the use of collaborating, explaining, and questioning through:

Asynchronous Lecture	Case Studies
Blackboard v. 9.1	Assignments
Discussions	Paper

Group work	Self-Reflections
Blackboard	Open Lab
TED Talks	Blogs
Use of othe Internet/Web-based Sources	Videos
PowerPoint Presentations	Podcasts

Methods of Evaluation:
Course Participation in Online Course
This fully online course uses Blackboard (Bb) as the primary medium to deliver content to students. Most students are very familiar with Bb, however there may be some tools or applications that students who have not taken online courses find difficulty with. Please review the Bb site for this course and consider attending one of the many Bb workshops offered to students at the beginning of the semester in G-600. Bb workshop schedules are posted on the College website and in G-600. The telephone number for G-600 computer lab is: 718-254-8565. It is most important that a student who is having difficulty using Bb or accessing assigned tasks, **immediately** contact the instructor to advise or get help.

Student Participation:
Online NUR 4050 class participation is a course requirement. It is essential that students respond in a timely manner (**due dates are strictly adhered**) to discussion board or blog topics on Blackboard (Bb). Students are expected to participate in online assignments with original posts, comments, questions, and replies to discussions that take place in their assigned group. The faculty role is as an observer and facilitator. Faculty will be reading all messages and will participate in group discussions as appropriate.
When responding to an assigned discussion topic, students must first post a satisfactory personal reflection on the assigned discussion or blog and then satisfactorily comment on TWO separate peer responses on the same discussion or blog topic. Students will be evaluated and **graded on class discussions per rubric** attached to the syllabus and also posted separately on Bb under information.

Written responses:
In addition to Bb participation in Discussions, students will be expected to complete required papers, textbook reading assignments, and various other posted readings and assignments to complement the text. Posted assignments may include links to videos, articles, blogs or other published works to enhance the students understanding of the course objectives.

Additional Considerations for this Online Course:
For private communication, comments are best shared with the faculty through college email: libradley@citytech.cuny.edu, not on discussion board or in a blog. Remember to use formal rules of English when communicating online.

Student Online Responsibilities:
Communication with the Faculty:
It is your responsibility to keep the faculty and/or instructor for your assigned class up to date on progress, problems, concerns and or questions you may have. You may contact faculty by way of message function in Blackboard, City Tech email or by office telephone/voicemail, leaving

adequate information regardless of form of contact. Check your City Tech email and Blackboard on a regular basis for any messages or group announcements.

Student log on to Blackboard:
Blackboard is your entry to your course. <u>During the semester, NUR 4050 students are required to login into the course's Bb site a minimum of 3 days each week.</u> It is students' responsibility to check the following areas on the NUR 4050 Bb site: Announcements, Information, Content, Discussion, etc. **Students are also required to check college email a minimum of 5 days out of 7 days a week and <u>respond to faculty sent email within 48 hours of it being sent.</u>**

Attendance and Lateness:
Submission of required assignments, discussions or any other requirments:
All due dates for assignments, case studies, discussions, papers or exams, or other requirements as indicated in BlackBoard, in the course book Topical Outline and schedule section must be **strictly adhered to**. All indicated work are to be <u>submitted electronically to SafeAssign on NUR 4050 indicated locations in Blackboard site on or before the due date</u>. For an assignment, case study, paper or exam to be considered on time, it must be electronically submitted to appropriate folder under ASSIGNMENT on Bb no later than the Wednesday due date at 8:30 p.m. (the end of class).
5-grade points will be deducted for each day (24 hours) the assignment, case study, discussion, paper etc. is past due. The maximum number of grade point deductions taken for a late assignment, case study, paper or other requirement is 50 points.

<u>Attendance Online Component:</u>
Attendance can be tracked by the system, meaning that to be in attendance each week; you must join in and post a message or response to any class discussion going on at the time. By posting weekly assignments on time on the due date, joining and contributing on the Discussion Board, you will meet the attendance requirement. Late posts are counted as "lateness to class" 2 of this equal 1 absence. Non-submission of Online Class assignments by designated time will result in an absence for the class. Please be aware of these online attendance requirements. No late submissions are accepted. They are just as important as an in-class attendance requirements and will be calculated together for your final grade. If there are extenuating circumstances, please contact the Professor for this course. Please note contact number and office hours are located at the beginning of this document. If you cannot reach the professor contact the Nursing Department.

Technology Requirments
The college uses an online platform, Blackboard, which all students have an option to learn and use with support from the Information Technology Center.
Many students have been using Blackboard for many years and are familiar with the system. Below are the suggested **minimum** prerequisites that students should know/have for taking part in this course.
1. You should have access to and be able to use Internet Explorer, Mozilla Firefox, Google Chrome or Safari browsers**. Blackboard does not fully support AOL.**

2. You will need a City Tech e-mail account and should be comfortable using it. The college provides an e-mail account to all students. **Personal email accounts are not to be used.**
3. You need access to a computer with at least 128 MB RAM 256 MB RAM (recommended)
4. You should have the correct Java version downloaded/ installed – if necessary. The installation is automatic. You only need to do this the first time.
5. You will need minimum access to Windows 2000+, Mac OSX 10.6.7+
Internet Browsers: Mozilla Firefox 7.0.1, Safari 6.0.5, Mulitmedia player, iTunes

If you are new to Blackboard, Log into the beginner's guide to Blackboard and take the student survey. Another option is to visit the open student lab in the General Building, sixth floor, room G 600. The phone number for the lab is (718) 254-8565. Students are encouraged to go to G600 the Computer Student Lab, for assistance with Blackboard.
The Help Desk number is 718 254-8565

New York City College of Technology Policy on Academic Integrity:
Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the College Catalog or on the college website.

The Baccalaureate Program in Nursing adheres to this New York City College of Technology/CUNY Policy on Academic Integrity. This policy spells out in detail what constitutes Academic Dishonesty. All students are responsible for following this policy.
The detailed policy can be found in the NYCCT College Catalogue or on the college website www.citytech.cuny.edu. Two DVD's on plagiarism are available in the NELL Lab, 5th floor Pearl Building.

STUDENT SUPPORT SERVICES
Any student with a documented disability or history of disability services seeking academic adjustments and/or reasonable accommodations will need to contact The Center for Student Accessibility and meet with staff to establish your adjustments and reasonable accommodations.

The Center for Student Accessibility is located in room A-237 and the phone number is 718 260 5143. Students may enroll with the program throughout the year and are responsible for alerting faculty to accommodations needed.

NUR 4050 Blackboard (Bb) Organization of Information and Course Materials:
ANNOUNCEMENTS
This is the entry point for NUR 4050 on Bb. Announcements provides up-to-date class information. The posting of relevant course notices, assignment messages, due date reminders, or

course updates are done regularly. It is vital that students check the announcements section on Bb a minimum of three days a week.

STAFF INFORMATION
Faculty information regarding email contact, telephone numbers, office location and appointment scheduling are located here. Students can contact faculty through their college email account.

INFORMATION
This section will contain the syllabus and other course documents.

CONTENT
Articles, videos, blogs, or other supplemental content to enhance course objectives will be found here.

GROUPS
Here students will find their group. Student groups have been randomly assigned.

DISCUSSIONS
Discussion questions on a variety of topics will be posted in this section. Please review the information regarding class participation on discussion board topics located in this syllabus for submission criteria.

ASSIGNMENT
This is where students will submit their assignments, case studies and paper. Please note, student submitted work will be scanned by SafeAssign, or other such plagarism TurnItIn . SafeAssign is a tool used by CUNY to scan student submitted work against its extensive database of published and unpublished material. SafeAssign generates a report that highlights areas of a submitted work that is identical to other works. Located in ASSIGNMENT section are separate folders for ASSIGNMENTS, CASE STUDY, and PAPER. Each folder has an entry point for SafeAssign that is linked to a particular assignment, case study or paper.

TOOLS
Located under this section on Bb is contact links, sending email, calendars, task lists, etc.

Net Etiquette:
All students will follow the **Rules of Netiquette** listed below with web site addresses for additional detailed information:
The Rules of Netiquette (accessed from: *The Rules of Netiquette* website at HYPERLINK http://www.albion.com/netiquette/book/index.html

Rule 1.   **Remember you are dealing with people.**
- It is not nice to hurt other people's feelings
- Never mail or post anything you wouldn't say to someone's face
- Never be offensive online
Rule 2.   **Adhere to the same standards of behavior online that you follow in real life.**

- Be ethical
- Act within the laws of society and cyberspace

Rule 3.   **Know where you are in cyberspace.**
- Netiquette varies from domain to domain
- Lurk before you leap

Rule 4.   **Respect other people's time and bandwidth.**
- Remember you are not the center of cyberspace
- Post messages to the appropriate discussion group
- If you disagree with the premise of a particular discussion, don't waste time and bandwidth of the members by telling them your personal opinions or by making personal attacks

Rule 5.   **Make yourself look good online.**
- Check grammar and spelling before you post
- Avoid using all caps (it looks like you're shouting)
- Know what you're talking about and make sense
- Be pleasant and polite

Rule 6.   **Share expert knowledge.**
- Offer answers and help to people who ask questions on discussion groups
- Summarize and think through your responses before posting a summary to the discussion group

Rule 7.   **Help keep flame wars under control.**
- Don't respond to flame-bait
- Don't post spelling or grammar flames
- If you've posted flame-bait or perpetuated a flame-war, apologize

Rule 8.   **Respect other people's privacy.**
- Don't post any personal information about yourself or about others

Rule 9.   **Don't abuse your power.**
- The more power you have, the more important it is that you use it well

Rule 10. Be forgiving of other people's mistakes.
- Remember you were a network newbie once too!

Grading Policy for all Courses Designated with the Prefix NUR

Definition	Grade	Points (Index)
93-100%	A	4.0
90-92.9%	A-	3.7
87-89.9%	B+	3.3
83-86.9%	B	3.0
80-82.9%	B-	2.7
77-79.9%	C+	2.3
75-76.9%	C	2.0
60-74.9%	D	1.0
Below 60	F	0.0

A grade of "C" is the minimum passing grade for Nursing (NUR) courses.

Assessment/Evaluation/Grading

14 Discussions	30%
(Each discussion is 3% of the course grade – see Rubric)	
2 Assignments on a variety of topics	20%
(Each assignment is 10% of the course grade)	
2 Case Studies based upon unit topics	20%
(Each case study is 10% of the course grade)	
1 Paper	30%

RUBRIC FOR ONLINE CLASS DISCUSSIONS				
Criteria	**Exemplary**	**Proficient**	**Satisfactory**	**Unsatisfactory**
Content clarity of posting	**15 Points** Posts are well articulate, clear and understandable	**10 Points** Contains minor errors that does not cloud meaning	**5 Points** 1-2 sentences that are difficult to understand	**0 Points** Contains multiple mechanical errors and/or the diction is informal
Evidence of Critical Thinking	**20 Points** Clear evidence of critical thinking: application, analysis, synthesis, and evaluation. Postings are characterized by clarity of argument, depth of insight into theoretical issues, originality of treatment, and relevance. Information is well supported. Response goes beyond simply answering the prompt; attempts to stimulate further thought & discussion.	**18 Points** Analysis with no synthesis of ideas Does not fully evaluate the information presented. Presents the issues. Arguments are not noted and supported	**15 Points** Simply reverberates what the book or the article discussed.	**0 Points** Response shows no evidence of critical thinking. No analysis no synthesis of ideas. Information posted is unrelated to topic.
Supporting statements	**15 Points** Quotes used: Support writer's point Properly integrated (not just dropped in)	**10 Points** A few quotes used: Support some of the writer's point. Some intergraion of writer's points.	**5 Points** Paraphrased evidence. No quotes used. Content is not fully developed and	**0 Points** No quotes are used; textual evidence, content is scanty. Student cannot delineate fact from opinion.

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			only student opinion is stated. Appears to have information just dropped in.	
Content of Follow-up posts/ Responses to Other Students	**20 Points** Shows effort to engage with others Responds to ideas in a way that advances discussion	**15 Points** Some effort to engage others. Responds to ideas but does not advance the conversation.	**10 Points** Brief response. Strictly an acknowledgement of another's response.	**0 Points** Does not respond to other student's discussion board
Frequency of follow up posts	**15 Points** Participates at least two times. This means you Post your initial discussion board post and you respond to at two colleagues. *For specific assignments when a classmate responds to you, you answer in kind with clear, succinct and engaging response.*	**10 Points** Participates once by responding to one classmate. *For specific assignments minimially acknowledges classmate's response to your post.*	**5 Points** Participates once by only posting required information but does not respond to any classmates. *For specific assignments does not engage classmates.*	**0 Points** Does not respond and does not engage any classmate.
Spelling/Grammar	**5 Points** No spelling errors	**4 Points** Minimal spelling error 2 or less spelling errors	**4 Points** 3-5 spelling errors	**0 Points** >5 spelling errors.
APA	**10 Points** Citations and references provided. Clearly delineates fact and opinion. References documented correctly in APA format. Citations documented correctly using APA.	**8 Points** Minimal APA errors 2 or less errors in reference and or citations	**6 Points** 3-4 APA errors	**0 Points** 5 or > APA errors

Unit Objectives

Unit I   Introduction to End of Life Care
Recognize changes in population demographics, healthcare economics, and service delivery that necessitate improved professional preparation for end-of-life care.
Describe the philosophy and principles of hospice and palliative care that can be integrated across settings to effect quality care at the end-of-life.
Discuss aspects of suffering, clients and families experience, when facing a life-threatening illness or event.
Describe the role of the nurse in providing quality end-of-life care.
Define the role of the nurse in supporting ethical practices in end-of-life care.
Explain ethical issues and dilemmas that may arise in end-of-life care.
Describe advance directives and how they relate to end-of-life care.
Apply ethical practices in decision-making regarding end-of-life dilemmas.

Unit 11   Caring for the Whole Person
Identify dimensions of culture and the influence of culture on end-of-life care.
Conduct a cultural assessment of clients facing the end-of-life.
Discuss beliefs regarding death and dying held by various groups.
Recognize the value of interdisciplinary care in respecting cultural diversity.
Discuss the differences and similarities between spirituality and religiosity.
Use opportunities in the end-of-life experience to enhance spiritual growth of client and family.
Define the importance of ongoing communication with interdisciplinary team, clients and family members throughout the end-of-life experience.
Identify factors that influence communication in the Palliative Care setting.
Describe important factors associated with communication of "bad news".
Identify the characteristics that the client and the family expect from healthcare professionals.
Discuss cost considerations in providing quality care at the end-of-life.
Recognize opportunities for change within healthcare systems and how to participate and effect change.
Describe opportunities for personal growth at the end-of-life.

Unit II   Achieving Quality Care at the End-Of-Life
Identify barriers to adequate pain relief at end-of-life.
List components of a thorough pain assessment.
Describe pharmacological and non-pharmacological therapies used in pain management.
Describe holism and implications in end of life care.
Identify common symptoms associated with life-threatening illnesses and end-of-life process.
Identify potential causes of symptoms at end-of-life.
Describe assessment of symptoms at end-of-life.
Describe interventions that can be used to prevent or diminish symptoms at end-of-life.

Unit IV   Impact of End of Life Care
Assess an actively dying client, list five physical signs and symptoms associated with the dying process and identify three signs of death.
Assess physical, psychological, social, and spiritual care needs and interventions for the actively dying client and their family.
Discuss responsibilities of the nurse following the death of a client.
Define loss, mourning, grief and bereavement.
Distinguish between anticipatory grief, normal grief, complicated grief and disenfranchised grief.
Distinguish three tasks of grief and list five factors that may facilitate normal grief.
Provide personal death awareness and cumulative loss associated with professional care giving.
Identify four systems of support nurses can access to assist in coping with death anxiety and loss.
Identify personal experiences with death.
Identify the sources of stress as a result of working with dying clients and their family members.
Utilize strategies to create a healthy working environment when working with clients and family members throughout the end-of-life experience

Topical Outline

Week 1   Introduction to End of Life Care
Date
           1. Hospice
              a. Definition
              b. History
           2. Palliative care
              a. Definition
              b. History
           3. Philosophy and principles of hospice and palliative care
           4. Looking out for yourself
(Reading Assignment – Vadivelu Ch.1, pp.. 1-6; Ch. 9 pp. 163-175; Ch. 4 pp. 49-72; Rosser Ch. 1 pp. 28-39 and Ch. 15)

Discussion #1 – Due no later than end of day 11:59 pm (DATE)

Week 2   Interprofessional Practice of Palliative Care Nursing
 Date   Need for Specialized Care at the End-Of-Life
           1. Death and dying in America: Changes over the last century
           2. Demographics and social trends
           3. Disease / dying trajectories
(Reading Assignment in Blackboard within dated assignment and Vadivelu Ch. 1, pp. 1-6)

Discussion #2 – Due no later than end of day 11:59 pm (DATE)

Week 3   **Ethical Aspects of Palliative Care**
 Date   Ethical issues and dilemmas in end-of-life care
                       1. Facilitating ethical and legal practices
                       2. When ethical dilemmas occur
           (Reading Assignment – Vadivelu Ch.27, pp. 483-500)

Discussion #3 – Due no later than end of day 11:59 pm (DATE)

Week 4   **Legal Aspects of Palliative Care**
Date   End of life decision making. PG 8
                       1. State legislation affecting end of life care
                       2. Nurse's role in legal aspects of care.
        (Reading Assignment – Vadivelu Ch.. 5 pp. 73-87 , Ch. 6 pp. 89-105)

Discussion #4 – Due no later than end of day 11:59 pm (DATE)
Case Study #1 – Due no later than end of day 11:59 pm (DATE)

Week 5   **Culture and Spirituality in Palliative Care**
Date   Cultural assessment/considerations
                       1. Beliefs regarding death and dying, after life and bereavement
                       2. Stereotyping
                       3. Specific cultural groups and death and dying practices
             (Reading Assignment – Vadivelu Ch. pp. 92,127, 210)

Discussion #5 – Due no later than end of day 11:59 pm (DATE)

Week 6   **Communicating with the Seriously Ill, Dying Patients, their Families and other Health Care Providers.**
                       1. The communication process
                       2. Factors influencing communication
                       3. Healthcare professional's communication style

        (Reading Assignment – Vadivelu Ch 5 pp. 73-88,, Ch 2. pp. 7-22)

Discussion #6 – Due no later than end of day 11:59 pm (DATE)

Week 7   **Physical Aspects in End of Life Care – Pain**
                       1. Barriers to pain relief
                       2. Pain assessment
                       3. Pharmacological therapies
                       4. Non-pharmacological therapies

        (Reading Assignment – Vadivelu Ch. 17 pp. 299-314; 290-292)

Discussion #7 – Due no later than end of day 11:59 pm (DATE)

Week 8   **Holistic and Integrative Therapies in Palliative Care**

1. Various holistic healing modalities
2. Consideration and evaluation of complimentary therapies

(Reading Assignment – Rosser Ch. 2 pp. 55-89)

Discussion #8 – Due no later than end of day 11:59 pm (DATE)

Assignment #2 – Due no later than end of day 11:59 pm (DATE)

Week 9   **Symptom Management – Dyspnea**
1. Assessment of dyspnea in end of life care
2. Management of dyspnea in end of life care

(Reading Assignment –Vadivelu Ch. 4 pp. 49-71; Ch. 23, pp. 315-415)

Discussion #9 – Due no later than end of day 11:59 pm (DATE)

Week 10   **Physical Aspects in End of Life Care – Anxiety, Depression and**
Delirium

1. Manifestation of anxiety in the patient and family
2. Death anxiety
3. Recognition of symptoms of depression
4. Interventions for anxiety, depression, and delirium in palliative care and end of life nursing.
(Reading Assignment – Vadivelu Ch. 4 pp. 49-71; Rosser Ch. 10, pp. 334-388)

Discussion #10 – Due no later than end of day 11:59 pm (DATE)

Week 11   **Physical Aspects in End of Life Care – Fatigue**
1. Fatigue in specific popuations
2. Quality of life as priority

 (Reading Assignment – Vadivelu Ch. 2 pp. 78-89; Rosser pp. 288, 294, 307, 317-329)

Discussion #111 – Due no later than end of day 11:59 pm (DATE)

Week 12   **Loss, Suffering, Bereavement and Grief**
1. Experience of loss and suffering
2. Grieving theories
3. Grief assessment
4. Bereavement interventions

(Reading Assignment – Rosser Ch. 14, pgs. 483-518)

Discussion #12 – Due no later than end of day 11:59 pm (DATE)

Case Study #2 – Due no later than end of day 11:59 pm (DATE)

Week 13   The Actively Dying Client: Signs, Symptoms and Nursing Interventions
1. Death
2. Care immediately following death
3. The challenge for nurses to delivery quality end-of-life care
4. The nurse's role in improving healthcare practices in caring for the dying client and family
5. Opportunities for growth at end-of-life

(Reading Assignment – Rosser Ch. 7- Ch. 10 , pp. 233-388)

Discussion #13 – Due no later than end of day 11:59 pm (DATE)

Week 14   Experience of End of Life Care
1. Family caregivers
2. Assessment and support of family
3. The nurse, dying and death
4. Dying is a unique experience
5. Dying as a physical, psychological, social, and spiritual event

(Reading Assignment- Rosser Ch.2, pp.67-77; Ch.11 pp. 384; Ch. 13 pp. 447-482; Ch.16-17 pp. 557-618)

Discussion #14– Due no later than end of day 11:59 pm (DATE)

Week 15   PAPER DUE!