COURSE DESCRIPTION
This course is designed to provide the student with an overview of the philosophy and principles of palliative care; the course emphasizes the unique knowledge that describes, explains, and guides the provision of hospice and palliative care. Students consider a holistic approach to care, including state-of-the-art nursing interventions that provide effective pain and symptom management and promote psychosocial and spiritual well-being. Students are prepared to serve diverse client populations whose diseases are life-threatening, and to perform effectively as members of an interdisciplinary team providing palliative care.

COURSE OUTCOMES
At the completion of this course, the student will be able to:
1. appreciate the importance of recognizing and addressing his or her own attitudes about death and dying
2. describe the philosophy and principles of palliative care that can be integrated across settings to affect quality care at the end of life
3. describe and evaluate resources available to provide palliative care for patients and families, including the Medicare and Medicaid hospice benefit, and private insurance benefit plans
4. communicate effectively with patients, families, and interdisciplinary team members about palliative care
5. explain ethical and legal issues that may be applicable to the provision of palliative care
6. explore the influence of diverse spiritual, cultural and ethnic practices on palliative care
7. describe traditional and complementary approaches to pain and symptom management at the end of life
8. identify physiologic changes at the end of life, including patterns of disease progression and indicators of imminent death
9. examine principles of loss, grief, and bereavement that impact palliative care interventions
10. demonstrate an understanding of professional issues affecting advanced practice palliative care nursing

TEACHING METHODS
The following teaching learning methods are used in this online course: Lectures, case studies, class discussions via the discussion board, personal Blog postings; media/videotape viewing, internet exploration, and field experiences. Each week, music and poetry/literature selections provide additional opportunities for personal reflection. Please set aside time to hear, read, and carefully consider these selections.
The course materials are posted on Sakai weekly. All readings and learning activities must be completed by the following Monday at 5pm for full credit.

**EVALUATION**

**Week 1/Jan. 13:** Introduction to the course
- 1 points Introductions: *Discussion Board*
- 5 points Response to ‘Consider the Conversation’: *Discussion Board*
- 3 points Values History: post on *Blog*

**Week 2/Jan. 20:** Overview
- 3 points *Quiz*
- 3 points Determine hospice coverage: submit as *Assignment*
- 6 points Interview with hospice representative: *Discussion Board*
- 1 point Post-lecture learning points: *Discussion Board*

**Week 3/Jan. 27:** Communication
- 3 points *Quiz*
- 8 points Wit viewing & response: *Discussion Board*

**Week 4/Feb. 3:** Ethics/Legal
- 3 points *Quiz*
- 8 points Editorial: submit as *Assignment*

**Week 5/Feb. 10:** Psychosocial/Spiritual/Cultural
- 4 points Case study: post on *Blog*
- 6 points Interview community member: *Discussion Board*

**Week 6/Feb. 17:** Symptom Management: Part 1
- 3 points *Quiz*

**Week 7/Feb 24:** Symptom Management: Part 2
- 20 points Symptom Management Paper: submit as *Assignment*
- 1 point Post “clinical pearls”: *Discussion Board*

**Week 8/Mar. 3:** Grief and Bereavement
- 3 points *Quiz*
- 3 points Response to Bereavement Photos: *Discussion Board*
- 8 points Plan for own service: submit as *Assignment*

**Week 9/Mar. 10:** Reflections
- 4 points Turning toward Morning: post on *Blog*
- 4 points Poetry, literature, song selection: *Discussion Board*

**Week 10/Mar. 17:** Course Evaluations and grade posting
GRADE SCALE

A   94-100
A-  92-93
B+  89-91
B   86-88
B-  84-85
C+  80-83
C   77-79
C-  75-76
D+  72-74
D   69-71
F   68 and below

REQUIRED TEXTBOOK

Purchase this text from the Hospice and Palliative Care Nurses Association:

RECOMMENDED COURSE MATERIALS

Web Resources
Agency for Healthcare Research and Quality http://www.ahrq.gov
American Academy of Hospice and Palliative Medicine http://www.aaahpm.org
American Academy of Pain Management: http://www.aapainmanage.org
American Pain Society: http://www.ampainsoc.org
Americans for Better Care of the Dying: http://www.abcd-caring.org/
Association for Death Education and Counseling http://www.adec.org
End of Life/Palliative Education Resource Center http://www.eperc.mcw.edu
Hospice and Palliative Nurses Association http://www.hpna.org
Last Acts http://www.lastacts.org
National Hospice and Palliative Care Organization http://www.nhpco.org
Promoting Excellence in End of Life Care http://www.promotingexcellence.org/index.html

Fast Facts and Concepts: "Provides concise, practical, peer-reviewed, and evidence-based summaries on key topics important to clinicians and trainees caring for patients facing life-limiting illnesses." Part of the End-of-life/palliative education resource center (EPERC).

COURSE EVALUATION EXPECTATION
It is a professional expectation that all students participate in course evaluations to guide ongoing program improvement.

ACADEMIC INTEGRITY
Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care applicable to Loyola University faculty, students and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Refer to the MSN Handbook located in the Blackboard Organization “Information for MSN Students” for a full description of the Academic Integrity Policy.