

| COURSE INFORMATION | | | | | | | | | | | | |
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| Course Prefix/Number: | NSP3685 | Course Title: | END-OF-LIFE NURSING CARE | | | | | | | | | |
| Number of Credits: | 3.00 | Clock Hours: | | | | | | | | | | |
| Course Type: | <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Lab | <input type="checkbox"/> Lecture/Lab Combo | <input type="checkbox"/> Internship | <input type="checkbox"/> Clinical | <input type="checkbox"/> College Prep. | | | | | | |
| Degree Type: | <input type="checkbox"/> B.A.S. | <input checked="" type="checkbox"/> B.S. | <input type="checkbox"/> A.A. | <input type="checkbox"/> A.S. | <input type="checkbox"/> A.A.S. | | | | | | | |
| | <input type="checkbox"/> C.P.P. | <input type="checkbox"/> A.T.C. | <input type="checkbox"/> C.C.C. | <input type="checkbox"/> C.T.C. | | | | | | | | |
| COURSE DESCRIPTION | | | | | | | | | | | | |
| The purpose of this course is to provide healthcare professionals an overview of End-of-Life palliative and hospice care. Students will learn pain and symptom management, ethical and cultural considerations, assess psycho-social and emotional concerns of the patient and family, and describe the care of the patient during the last hours. Course is restricted to BSN students, requires departmental permission. | | | | | | | | | | | | |
| Prerequisite(s): | Co-requisite(s): | | | | | | | | | | | |
| COURSE COMPETENCIES | | | | | | | | | | | | |
| <u>Learning Outcomes Legend:</u> | | | | | | | | | | | | |
| 1. Communication | 4. Information Literacy | 7. Ethical Issues | | | | | | | | | | |
| 2. Numbers / Data | 5. Cultural / Global Perspective | 8. Computer / Technology Usage | | | | | | | | | | |
| 3. Critical Thinking | 6. Social Responsibility | 9. Aesthetic / Creative Activities | | | | | | | | | | |
| 10. Environmental Responsibility | | | | | | | | | | | | |
| Competency 1: The student will evaluate attitudes, values, and expectations about death and dying and the impact it has on the individual and their families by: | | | | | | 1,7 | | | | | | |
| 1. Evaluating the role of the nurse in providing quality palliative care for patients across the lifespan. 2. Assessing the need for collaboration with interdisciplinary team members while implementing the nursing role in palliative care. 3. Reviewing the philosophy and principles of hospice and palliative care that can be integrated across settings to positively affect quality care at the end of life. 4. Assessing aspects of assessing physiological, psychological, spiritual and social domains of quality of life for patients and families facing a life-threatening illness or event. | | | | | | | | | | | | |
| Competency 2: The student will adopt the concept of individualized care as the standard of practice for all persons in need of palliative care or in the act of dying by: | | | | | | 5 | | | | | | |
| 1. Examining dimensions of culture and the influence of culture on palliative care for patients across the lifespan. 2. Investigating a cultural assessment of patients facing the end of life. 3. Comparing and contrasting beliefs regarding death and dying held by different cultures. 4. Distinguishing the value of interdisciplinary care in respecting cultural diversity. | | | | | | | | | | | | |
| Competency 3: The student will facilitate communication for patients and their families in a palliative or hospice environment by: | | | | | | 1,7 | | | | | | |
| 1. Evaluating the importance of ongoing communication with the interdisciplinary team, patient, and family throughout the end-of-life process. 2. Examining factors that influence communication in the palliative care setting. 3. Reviewing important factors in communicating unpleasant news to the patient and family within the palliative and/or hospice settings. 4. Identifying communication characteristics that patient/families expect of health care professionals. | | | | | | | | | | | | |
| Competency 4: The student will analyze the effectiveness of community resources in assisting the dying and their families to retain personal goals, maximize function, maintain independence and live in the least restrictive environment by: | | | | | | 3,5,6 | | | | | | |
| 1. Categorizing changes in population demographics, health care economics, and service delivery that necessitate improved professional preparation for palliative care. 2. Analyzing systems of support the nurse can access to assist in coping with death anxiety and loss. 3. Assessing physical, psychological, social and spiritual care needs and interventions for imminently dying patients and their family. | | | | | | | | | | | | |
| Competency 5: The student will individualize compassionate care and provide for the greatest quality of life for dying patients along with effective respite care for the patient's family by: | | | | | | 6,7 | | | | | | |
| 1. Analyzing ethical issues and dilemmas that may arise in end-of-life/palliative care. 2. Categorizing specific roles of the nurse in ethical decision-making. 3. Applying ethical principles utilized in addressing end-of-life/palliative care dilemmas, including models for | | | | | | | | | | | | |

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| case analysis and use of ethics committees. 4. Interpreting advance directives and their role in preventing ethical dilemmas. | |
| Competency 6: The student will apply evidence-based standards of care to the provision of palliative and hospice patients by: | 3 |
| 1. Assessing the role of the palliative care nurse regarding the death of a patient. 2. Integrating personal death awareness and cumulative loss associated with professional care giving. 3. Evaluating and understanding grief and loss issues as they relate to complex or traumatic circumstances. 4. Assessing interventions that may be appropriate to facilitate the normal grieving process. | |
| Competency 7: The student will learn to maintain a pain-free environment for all dying patients by: | 3 |
| 1. Assessing barriers to adequate pain relief at the end of life for patients across the lifespan. 2. Evaluating components of a thorough pain assessment. 3. Comparing and contrasting pharmacological and non-pharmacological therapies used to relieve pain. 4. Evaluating the role of the nurse involved with pain assessment and pain management at the end of life. | |
| Competency 8: The student will associate symptoms with prognostic indicators to give a better perspective on interventions or resources needed by: | 3,4 |
| 1. Interpreting common symptoms associated with end-of-life processes for patients across the lifespan. 2. Classifying potential causes of symptoms at the end-of-life. 3. Assessing the symptoms at the end-of-life. 4. Evaluating interventions that can prevent or diminish symptoms at the end-of-life. 5. Defining loss, mourning, grief and bereavement. 6. Comparing and contrasting between anticipatory grief, normal grief, complicated grief and disenfranchised grief. | |
| Competency 9: The student will ensure quality palliative and hospice care by: | 3,6 |
| 1. Examining variables impacting nursing leadership in an organization. 2. Identifying opportunities for the nurse to participate in systems improvement within an organization. 3. Examining the opportunities for the nurse to improve palliative care through healthcare reform and public policy efforts. | |