



Course Specifications

Course Title:	Palliative Care
Course Code:	404 ELEC - 2
Program:	Bachelor of Science in Nursing
College:	College of Nursing
Institution:	Jazan University

• Table of Contents

A. Course Identification.....	3
6. Mode of Instruction (mark all that apply)	3
B. Course Objectives and Learning Outcomes.....	3
1. Course Description	3
2. Course Main Objective.....	3
3. Course Learning Outcomes	4
C. Course Content	4
D. Teaching and Assessment	5
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods	5
2. Assessment Tasks for Students	6
E. Student Academic Counseling and Support	6
F. Learning Resources and Facilities.....	6
1.Learning Resources	6
2. Facilities Required.....	7
G. Course Quality Evaluation	7
H. Specification Approval Data	8

• A. Course Identification

1. Credit hours: 2 hours			
2. Course type			
a.	University <input type="checkbox"/>	College <input checked="" type="checkbox"/>	Department <input type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input type="checkbox"/>	Elective <input checked="" type="checkbox"/>	
3. Level/year at which this course is offered: 4th year\ 11th semester			
4. Pre-requisites for this course (if any): NUR 433 – 6			
5. Co-requisites for this course (if any): None			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	24	100%
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	24
2	Laboratory/Studio	
3	Tutorial	
4	Others (Self study)	6
	Total	24+6

• B. Course Objectives and Learning Outcomes

1. Course Description

- This course is designed to provide undergraduate nursing students with an in-depth understanding of palliative care focusing on how this care is given in the current healthcare system. It will examine national and global perspectives and clinical issues in the delivery of palliative care with diverse populations in multiple health care settings. Focus will be on the care of persons with life-threatening, progressive illness, emphasizing respect for patients' and families' beliefs, values, and choices; the psychosocial and spiritual dimensions of palliative care; acquisition of competencies in patient/family assessment, communication, decision-making, and interdisciplinary collaboration in palliative care.

2. Course Main Objectives:

- Based on the need to humanize rather than medicalize the illness experience for patients, palliative care delves beyond the specific diseases affecting the patient. Instead it emphasizes on the quality and not the quantity of life of patients, focusing on the whole person and family, forcing us to think holistically and move away from a model focused on medical disease.
- Specific learning objectives include the following:

1. Describe the history and evolution of different models of palliative care.
2. Describe the major goals of palliative care, the members of the hospice team, and the roles of the nurse or direct caregiver.
3. Explain the importance of symptom management at the end of life and the role of the nurse or any caregiver in symptom management.
4. Discuss ethical and legal issues that occur at the end of life and the effective management of these issues.
5. Examine effective end of life communication skills for family members.
6. Describe cultural and spiritual competence and ways to provide culturally and spiritually competent care.
7. Recognize bodily manifestations of dying and discuss care in the last days of life
8. Discuss and review grief and loss theories and experiences of people and families with a life limiting illness.
9. Critically analyze, evaluate and apply evidence to ethical decision-making in caring for clients with life limiting conditions and their family.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Apply the philosophy and principles of hospice and palliative care integrated across settings to affect quality of palliative care.	K₂
1.2	Interpret the near death and dying process and the key caregiver roles at these times.	K₃
1.3	Summarize effective strategies for pain observation and symptom management including pharmacologic and nonpharmacologic as well as psychosocial care.	K₃
2	Skills :	
2.1	Apply palliative care principles to the assessment, planning and management of personalized care of the person and family requiring palliative care.	S₁
2.2	Comply with the principles of effective communication when interacting with people with life limiting illnesses and their families.	S₄
2.3	Evaluate the effectiveness of palliative care interventions and their impact on outcomes for the person and family.	S₅
3	Values:	
3.1	Practice the principles and ethical/legal issues or dilemmas that may arise in end-of-life/palliative care.	V₁
3.2	Demonstrate an understanding of the multidisciplinary team approach to palliative care.	V₂

• C. Course Content

No	List of Topics	Contact Hours
----	----------------	---------------

1	Basics of Palliative Care.	2
2	Symptom Assessment and Management in Palliative Care Nursing.	2
3	Palliative Care Emergencies.	2
4	Psychosocial and Spiritual Dimensions of Palliative Care.	2
5	Ethical and Legal Issues in Palliative Care.	2
6	Effective Communication in Palliative Care.	2
7	Roles of Multidisciplinary Team.	2
8	End of Life Care in Palliative Care Nursing.	2
9	Caring for the Family.	2
10	Loss, Grief and Bereavement.	2
11&12	Revision	
13	Final exam	
Total		20

• D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Apply the philosophy and principles of hospice and palliative care integrated across settings to affect quality of palliative care.	Lectures & Clinical Discussion	Written Examination
1.2	Interpret the near death and dying process and the key caregiver roles at these times.	Assignment	Class participation during oral recitations and brain storming.
1.3	Summarize effective strategies for pain observation and symptom management including pharmacologic and nonpharmacologic as well as psychosocial care.	Self directed Learning. Brain storming. Role play.	Use of rubrics for correcting assignments and presentations.
2.0	Skills		
2.1	Apply palliative care principles to the assessment, planning and management of personalized care of the person and family requiring palliative care.	<ul style="list-style-type: none"> - Lecture - Reflection of experience/role modeling - Role Play. - Case discussions 	<ul style="list-style-type: none"> - Quizzes - Major Examinations - Active Class Participation Individual Participation
2.2	Comply with the principles of effective communication when interacting with people with life limiting illnesses and their families.		
2.3	Evaluate the effectiveness of palliative care interventions and their impact on outcomes for the person and family.		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.0	Values		
3.1	Practice the principles and ethical/legal issues or dilemmas that may arise in end-of-life/palliative care.	- Lecture. - Self - Directed Learning.	- Quizzes and Examinations - Use of rubrics for grading presentations and portfolio
3.2	Demonstrate an understanding of the multidisciplinary team approach to palliative care.	- Case presentation - Group work - E-learning	- Observation

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Short Quizzes	5 th – 7 th Week	10
2	Midterm Examination	10 th – 12 th Week	25
3	Participation/Attendance	From the Start until the End of Semester	5
4	Assignment	10 th week	10
5	Final Examination	13 th week onwards	50

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

• E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

- 2 hours per week during office hours as posted by concerned academic instructor and counseling staff.

• F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ul style="list-style-type: none"> • Ferrel, B. Coyle N. (2019) <i>Oxford Textbook of Palliative Nursing</i>. 5th ed. Oxford University Press • Matzo, M. Sherman, D. (2018) <i>Palliative Care Nursing: Quality Care to the End of Life</i>, 5th edition. • IAPC course textbook 2020 palliative care nursing • INC UG nursing curriculum
Essential References Materials	<p>Sutermaster. (2015). <i>Core Curriculum for the Hospice and Palliative Nursing Assistant</i>. Hospice and Palliative Nursing Association. 3rd edition.</p> <p>Rosser, M. Walsh, H. (2014) <i>Fundamentals of Palliative Care for Student Nurses</i>. Wiley-Blackwell</p>

Electronic Materials	http://www.aacn.nche.edu/el nec End of Life Nursing Education Consortium (ELNEC) http://hospicecare.com/home Hospice & Palliative Care Center http://aahpm.org American Academy of Hospice & Palliative Care Medicine (AAHPM) http://www.nursingworld.org/MainMenuCategories/EthicsStandards/End-of-Life American Nurses Association http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1070242/ Approaching Death: Improving Care at the End of Life https://www.capc.org Center to Advance Palliative Care (CAPC) http://www.epec.net/ Education on Palliative and End of Life Care project (EPEC) http://www.cancer.org/index American Cancer Society
Other Learning Materials	Journal of Palliative Medicine Journal of Palliative Care Journal of Hospice and Palliative Nursing BMC Palliative Care

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture room for at least 50 students.
Technology Resources (AV, data show, Smart Board, software, etc.)	Internet connections, Data Show or Smart Board.
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

• G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Program Coordinator Course Coordinator Students	<ul style="list-style-type: none"> Students/teacher focus group Students personal written reflections Direct Assessments
Achievement of course learning outcomes	Course Coordinator Course Instructor	CLO survey form
Quality of learning resources	Program Coordinator Quality Assurance	Annual Report

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

- **H. Specification Approval Data**

Council / Committee	
Reference No.	
Date	