



**Zarqa University**  
**Faculty of Nursing**  
**Department: Nursing**  
**Course title: Palliative care**

**Prerequisite:**  
**Instructor:**  
**Lectur's time: Mon, & Wed 8-9:30 am**  
**Office Hours: See schedule on office door**

**Course No: 0801363**

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### **Course Description:**

This course aims to develop better understanding of the palliative care. Palliative care is the care given to a person with an advanced life-limiting illness, for which there is no cure. The goal of palliative care is to relieve suffering and provide the best possible quality of life for people facing pain, symptoms and stressor of serious illness. It is appropriate at any age, stage of illness and it can be provided along with other treatment that is used to cure. This course seeks to provide a description of what palliative care involves and how the nurse can best support their patient's physical, emotional, and spiritual needs at their end of life. It also includes supportive care for relatives and friends both during the person's illness and after their deaths.

### **Aims of the Course:**

At the end of the course the students should be able to:

1. Establish the definition of palliative care.
2. Differentiate between palliative care and hospice care
3. Enhance the quality of life of the person with a life-limiting illness.
4. Provide holistic care for person diagnosed with a life-limiting illness.
5. Communicate effectively with person with life-limiting illness and with their families, caregiver, and significant others
6. Discuss the different approaches of palliative care.
7. Assist in supporting the client's physical, emotional, social, and spiritual needs.
8. Apply the principle of pain management.
9. Supporting the client and his family for confronting death and bereavement.
10. Recognize and respect the uniqueness of each person's approach to death.
11. Providing of supportive, holistic care for the person while promoting safety, dignity, respect and comfort.
12. Understand and recognize individual patterns of grief and loss.

**Intended Learning Outcomes (ILOs):**

After completion of this course, the student will be able to:

**A. Knowledge and Understanding**

1. Identify the role of the nurse in the context of providing palliative care to patients and family members experiencing deteriorating level of health and in need for palliative care.
2. Identify appropriate nursing assessment and management for the patient in need for palliative care.
3. Describe the management of clients with selected palliative care condition such as cancer
4. Describe indications, preparation, and associated nursing interventions for terminally ill patient.
5. Understand and recognize individual patterns of grief and loss.
6. Understand and recognize individual patterns of grief and loss.

**B. Intellectual Skills**

1. Realize the impact of potentially life threatening and end of life illness on the patient and family members.
2. Analyze data and laboratory tests used to evaluate the terminal ill patients.
3. Recognize the importance of empathy while providing palliative care.
4. Formulate goals and outcome criteria for evaluating the effectiveness of nursing interventions.
5. Explore the legal and ethical issues that commonly occur in the palliative care setting.
6. Recognize the main needs for families of the terminal ill patient.
7. Integrate the knowledge from nursing and related discipline into palliative care.

**C. Professional Skills**

1. Utilize critical thinking process and problem solving skills in palliative care.
2. Assume responsibility and accountability for actions in accordance with the accepted standards of palliative care nursing practice.
3. Practice therapeutic communication skills with patients and families in palliative care setting.
4. Use the findings from various nursing researches to update own knowledge regarding the palliative care nursing.

### D.Transferable Skills

- Demonstrate ability to understand the nurse's role in communicating with patients, family, and health team members in palliative care setting.
- Demonstrate ability to integrate the principles of palliative care in selecting the appropriate nursing interventions.
- Demonstrate an understanding of the fundamental concepts related to palliative care nursing.
- Integrate nursing process in dealing with health problems that affect the terminal ill patients.

### Course Structures:

Week	C. Hrs	ILOs	Topics	Teaching Procedure	Assessment methods
1	3	A (1-5) B (1-6) C (1-8) D (1-5)	<b>Orientation to the course</b> Principles Roles and responsibilities Course evaluation Course headlines  <b>- An overview of palliative care</b> - Definition - Principles - setting - Introductory concepts -Palliative care services in Jordan	<ul style="list-style-type: none"> <li>Lecturing with active participations</li> <li>Discussion</li> <li>Readings</li> <li>Learning by activities</li> <li>Case studies</li> <li>Problem solving</li> <li>Cooperative learning</li> </ul>	<ul style="list-style-type: none"> <li>Exams</li> <li>Quizzes</li> <li>Case studies</li> <li>Participation</li> </ul>
2	3	A (1-5) B (1-6) C (1-8) D (1-5)	<b>Nursing care at the end of life</b> -	<ul style="list-style-type: none"> <li>Lecturing with active participations</li> <li>Discussion</li> <li>Readings</li> <li>Learning by activities</li> <li>Case studies</li> <li>Problem solving</li> <li>Cooperative learning</li> </ul>	<ul style="list-style-type: none"> <li>Exams</li> <li>Quizzes</li> <li>Case studies</li> <li>Participation</li> </ul>
3	3	A (1-5) B (1-6) C (1-8) D (1-5)	-Ethics and ethical issues in end of life nursing care. -Legal issues in end of life nursing care.	<ul style="list-style-type: none"> <li>Lecturing with active participations</li> <li>Discussion</li> <li>Readings</li> <li>Learning by</li> </ul>	<ul style="list-style-type: none"> <li>Exams</li> <li>Quizzes</li> <li>Case studies</li> <li>Participation</li> </ul>

				<ul style="list-style-type: none"> <li>activities</li> <li>• Case studies</li> <li>• Problem solving</li> <li>• Cooperative learning</li> </ul>	
4	3	A (1-5) B (1-6) C (1-8) D (1-5)	-Communication with seriously ill and dying patients, their families, and their health care providers. - Breaking bad news.  <b>FIRST EXAM DUE DATE</b>	<ul style="list-style-type: none"> <li>• Lecturing with active participations</li> <li>• Discussion</li> <li>• Readings</li> <li>• Learning by activities</li> <li>• Case studies</li> <li>• Problem solving</li> <li>• Cooperative learning</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Quizzes</li> <li>• Case studies</li> <li>• Participation</li> </ul>
5	3	A (1-5) B (1-6) C (1-8) D (1-5)	- Cultural and spiritual issues at end of life.	<ul style="list-style-type: none"> <li>• Lecturing with active participations</li> <li>• Discussion</li> <li>• Readings</li> <li>• Learning by activities</li> <li>• Case studies</li> <li>• Problem solving</li> <li>• Cooperative learning</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Quizzes</li> <li>• Case studies</li> <li>• Participation</li> </ul>
6	3	A (1-5) B (1-6) C (1-8) D (1-5)	-Caring for the caregiver	<ul style="list-style-type: none"> <li>• Lecturing with active participations</li> <li>• Discussion</li> <li>• Readings</li> <li>• Learning by activities</li> <li>• Case studies</li> <li>• Problem solving</li> <li>• Cooperative learning</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Quizzes</li> <li>• Case studies</li> <li>• Participation</li> </ul>
7	3	A (1-5) B (1-6) C (1-7) D (1-5)	-Loss suffering, Grief, and bereavement -Transition to death <b>SECOND EXAM DUE DATE</b>	<ul style="list-style-type: none"> <li>• Lecturing with active participations</li> <li>• Discussion</li> <li>• Readings</li> <li>• Learning by</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Quizzes</li> <li>• Case studies</li> <li>• Participation</li> </ul>

				<ul style="list-style-type: none"> <li>activities</li> <li>• Case studies</li> <li>• Problem solving</li> <li>• Cooperative learning</li> </ul>	
8	3	A (1-5) B (1-6) C (1-7) D (1-5)	symptom management at the end of life: Pain control at the end of life. -	<ul style="list-style-type: none"> <li>• Lecturing with active participations</li> <li>• Discussion</li> <li>• Readings</li> <li>• Learning by activities</li> <li>• Case studies</li> <li>• Problem solving</li> <li>• Cooperative learning</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Quizzes</li> <li>• Case studies</li> <li>• Participation</li> </ul>
9	3	A (1-5) B (1-6) C (1-7) D (1-5)	-Anorexia -Cachexia  -Hydration and nutrition at the end of life	<ul style="list-style-type: none"> <li>• Lecturing with active participations</li> <li>• Discussion</li> <li>• Readings</li> <li>• Learning by activities</li> <li>• Case studies</li> <li>• Problem solving</li> <li>• Cooperative learning</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Quizzes</li> <li>• Case studies</li> <li>• Participation</li> </ul>
10	3	A (1-5) B (1-6) C (1-7) D (1-5)	-Anxiety -Delirium.	<ul style="list-style-type: none"> <li>• Lecturing with active participations</li> <li>• Discussion</li> <li>• Readings</li> <li>• Learning by activities</li> <li>• Case studies</li> <li>• Problem solving</li> <li>• Cooperative learning</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Quizzes</li> <li>• Case studies</li> <li>• Participation</li> </ul>
11&12	6	A (1-5) B (1-6) C (1-7) D (1-5)	-Fatigue evaluation and management -Dyspnea -Hiccups, breathlessness, and cough	<ul style="list-style-type: none"> <li>• Lecturing with active participations</li> <li>• Discussion</li> <li>• Readings</li> <li>• Learning by</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Quizzes</li> <li>• Case studies</li> <li>• Participation</li> </ul>

				<ul style="list-style-type: none"> <li>activities</li> <li>• Case studies</li> <li>• Problem solving</li> <li>• Cooperative learning</li> </ul>	
13	3	A (1-5) B (1-6) C (1-7) D (1-5)	-Sleep disturbance  -Relaxation technique: music and guided imagery	<ul style="list-style-type: none"> <li>• Lecturing with active participations</li> <li>• Discussion</li> <li>• Readings</li> <li>• Learning by activities</li> <li>• Case studies</li> <li>• Problem solving</li> <li>• Cooperative learning</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Quizzes</li> <li>• Case studies</li> <li>• Participation</li> </ul>
14	3	A (1-5) B (1-6) C (1-7) D (1-5)	-Skin care needs of patients. -Oral care needs of patients  -Cultural and spiritual issues at end of life	<ul style="list-style-type: none"> <li>• Lecturing with active participations</li> <li>• Discussion</li> <li>• Readings</li> <li>• Learning by activities</li> <li>• Case studies</li> <li>• Problem solving</li> <li>• Cooperative learning</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Quizzes</li> <li>• Case studies</li> <li>• Participation</li> </ul>

### References:

1. Ferrell, B. R., Twaddle, M. L., Melnick, A., & Meier, D. E. (2018). National consensus project clinical practice guidelines for quality palliative care guidelines. *Journal of palliative medicine*, 21(12), 1684-1689.
2. Kelley, A. S., & Morrison, R. S. (2015). Palliative care for the seriously ill. *New England Journal of Medicine*, 373(8), 747-755.

**Assessment Methods:**

Methods	Grade	Date
1 <sup>st</sup> Exam	20	To be announced later
2 <sup>nd</sup> Exam	20	To be announced later
Article discussion and attendance	10	To be announced later
Final Exam	50	As marked on the university calendar

**Regulations to maintain the teaching-Learning Process:****Student has the following responsibilities:**

1. Take home case studies: All required work must be in on time in order that the student may benefit from the corrections. Assigned take home work is due on the dates specified by the instructor. Assignments turned in later than the due date will not be accepted unless the instructor clears the circumstances with the student. Regardless of the circumstances, late work will be assessed penalty points by the instructor. 1 point will be deducted per day for each late day from the total mark of the assignment. Students should keep a copy of all assignments turned in, to avoid having to redo an assignment if it should be lost. Make---up work for extra credit or in place Of missed assignments will not be provided. Take home assignments usually are group work, thus, every member in the identified group should participate in the assignment, no names should be included in the list of students on the assignment sheet/s if the student did not take part in the completing the assignment.
2. Quizzes: Brief quizzes and in-class assignments will occur regularly at any time during class period, without advance notice. Quizzes may occur at the end of class, covering material that was just discussed during the class period. Quizzes may also occur at the beginning of class, covering material from the assigned readings for the day or previous content. Weekly quizzes may also be done via learning moodle of the university. These will be arranged at the end of every week and to be done while on or off campus, students should make sure that they check the learning moodle frequently and answer the quizzes within the time period allowed. Each Moolde quiz has to be completed within 5 minutes. Students are advised to arrive on time and prepared for class, and stay for the entire class period. No make-ups are available for quizzes. Poor attendance or participation can substantially affect students' grades in this evaluation area.
3. Exams: Each exam may contain questions in the following formats: multiple choice, true/false, matching, fill-in-the-blank, and short answer. Exam items will be taken from the textbooks, lectures, chapter critical thinking exercises, chapter review items, and class discussions of case studies. At the end of the scheduled testing period, students must submit their exam booklets promptly. Answers left blank will be marked as incorrect. **Exams will not be retained by the student.** After all students have taken an exam, feedback will be provided at a scheduled time. Exams may be reviewed by students upon requested and under direct supervision. Students must take all tests and the final exam on scheduled dates and times unless special pre-arrangement is made with instructor. A student who misses a test without pre-arrangement must have evidence of a **documented emergency. It is the responsibility of the student to promptly notify the instructor and produce the required documentation.** If there is no notification by 2 business days from the date of the exam, a "0" will be given. A student who experiences a documented

emergency will be scheduled to take the test at the convenience of the instructor. The student will receive an alternative test, covering the same material but with *different* questions.

4. Classes start on time. Class attendance is mandatory. Should a student be unable to attend, it is his/her responsibility to notify instructor and to obtain information given in class. The maximum allowed absence percentages is 15%. The instructor will initiate a student's withdrawal if a student misses a total of 4 lectures. Reinstatement is handled on an individual basis by the classroom instructor. Do not be late for lecture. If lecture has began before you enter the classroom, you must wait until the break period to enter the classroom.
5. Cell phones and pagers must be off during class time. Recording devices may be used only with permission of instructor, during designated times. Absolutely no recording devices may be used during quizzes or exams—violation of this rule would constitute cheating
6. Professional behavior is expected. It is the responsibility of each student to support a productive learning environment, students should avoid the following behaviors:
  - Annoyances, minor disruptions: talking on cell phone or texting, surfing internet, reading newspaper, side conversations, arriving late or leaving early, packing up noisily before end of class.
  - Dominating discussion: The student should pay attention to “cues” from the instructor to move on with the discussion and give his/her classmates the chance to talk too. Remember that office hours are available to answer lingering questions.
  - Aggressive challenges of teacher: Do not take up class time questioning the instructor's authority, or expressing anger about your grade. State your questions and concerns in a clear, courteous manner through effective word choice and professional tone. If you become frustrated, use a private meeting during office hours to fully explore your concerns.
  - Disputes between students; demeaning comments: Recognize that controversial subjects and viewpoints will be explored, and that divergent opinions may be expressed. Do not use slurs or engage in personal attacks.
7. High sense of trust and sincerity when referring to any piece of information and to mention the source. For more information please refer to: <http://www.plagiarism.org/>
8. University relevant regulations should be applied in case the student's behavior is not accepted.

Date and time	Topic
1 <sup>st</sup> week	Orientation An overview of palliative care
2 <sup>nd</sup> week	Nursing care at the end of life
3 <sup>rd</sup> week	Ethics and ethical issues in end of life nursing care. Legal issues in end of life nursing care.
4 <sup>th</sup> week	Communication with seriously ill and dying patients, their families, and their health care providers Breaking bad news
5 <sup>th</sup> week	Caring for the caregiver



6 <sup>th</sup> week	Loss suffering, Grief, and bereavement Transition to death.
7 <sup>th</sup> week	Anorexia Cultural and spiritual issues at end of
8 <sup>th</sup> week	Pain control at the end of life Depression.
9 <sup>th</sup> week	Cachexia Anxiety
10 <sup>th</sup> week	Delirium. Fatigue evaluation and management.
11 <sup>th</sup> week	Nausea, and vomiting Hydration and nutrition at the end of life
12 <sup>th</sup> week	Sleep disturbance Skin care needs of patients at end of life
13 <sup>th</sup> week	Respiratory symptoms: Dyspnea Hiccups, and breathlessness, and cough
14 <sup>th</sup> week	Oral care needs of patients.
15 <sup>th</sup> week	Relaxation technique: music and guided imagery
16 <sup>th</sup> week	Final Exam