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D4.1. Descriptions of 6 courses for Chinese students

WP4. DESIGN AND PILOTING NEW COURSES FOR CHINESE
STUDENTS

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SUMMARY

The primary objective of the courses developed under Work Package 4 (WP4) is to strengthen the competencies of nursing students in China in the field of palliative care, addressing both theoretical knowledge and practical application. These courses are designed, developed, and implemented through close collaboration between Chinese educational experts appointed by the PalcNet project and European professionals, who provide guidance and mentorship in the use of blended learning methodologies, as previously developed in WP3.

This initiative emerges in response to the increasing demand for healthcare professionals who are adequately trained in palliative care. The courses are embedded within a structured and sustainable training framework that integrates both digital and in-person instruction. The quality and credibility of the program are ensured through formal accreditation processes conducted by the participating Chinese universities.

The foundation for course design and content development is based on the outcomes of WP2, WP3, and Task 4.1 of WP4. As a first step, a pilot course was developed and implemented in late 2024 under Task 4.1. The insights and feedback obtained from this initial phase, particularly from student participants, served as a basis for refining and expanding the curriculum. Between October 2024 and August 2025, a total of six comprehensive courses were designed, reviewed, and finalized.

The theoretical components of the courses will be delivered online through the DigiCampus-Moodle platform during the first quarter of 2026. The selected trainers - Chinese educators previously trained in WP3 - will facilitate the delivery of content, with continuous mentoring and pedagogical support provided by experts from JAMK University of Applied Sciences. This mentoring process ensures fidelity to blended learning principles and supports local trainers in applying innovative educational strategies.

Participants in the training program are nursing students enrolled in Chinese higher education institutions that are official partners in the PalcNet project. The course design places a strong emphasis on the integration of digital tools and modern pedagogical approaches, aiming to respond effectively to the evolving needs of the Chinese healthcare system and to improve the quality of life of patients and their families facing life-limiting conditions.

The full implementation of WP4 spans from October 2024 to December 2026. During this period, the courses will undergo a formal accreditation process and be progressively introduced to students. This document provides a detailed overview of the six finalized courses, outlining their structure, content, and intended learning outcomes.



1. Work package 4

General objective and task objectives

To develop courses that combine theoretical and practical training in palliative care, aimed at current and future students and professionals, in response to the real needs of the Chinese healthcare sector.

In order to achieve the general aim, this WP is divided into different tasks with specific objectives:

- Objective of Task 4.1 - To enhance the Chinese students' competences in palliative care and teachers' competences in online teaching after being trained through WP3.
- Objective of Task 4.2 - To create new palliative care courses to the nursing curriculum of each Chinese partner university based on results of the Pilot on T4.1, and the contents worked on during WP2 and 3.
- Objective of Task 4.3 - To accredit the developed palliative care courses to the existing nursing curriculum at each of the 3 Chinese partner universities.
- Objective of Task 4.4 - To implement the created courses for second-, third- or fourth-year nursing students.

2. Task 4.1: pilot course for Chinese nursing students

Course development and main outcomes

In December 2024, during the Train the trainer (TtT) course meeting held in Guangzhou, China, key data for the development of the pilot training program using the Nominal Group Technique (NGT) was collected. This dynamic allowed for the identification of priority topics (educational content) and relevant learning methodologies essential for the course design. The competence framework, gap analysis from WP2, and experience of TtT courses from WP3 were also considered for the pilot course proposal.

A 5-ECTS pilot course lasting 5 weeks was defined and delivered entirely online through the DigiCampus-Moodle platform by Chinese teachers. During the course students worked through the content beforehand, and the live sessions focused on discussion and case resolution.

The pilot course was launched in April 2025. Following its conclusion, an evaluation was conducted using joint questionnaires designed by the Chinese and the Spanish team. Preliminary results were presented at the Mid-Term Meeting in Barcelona in May 2025, providing crucial information for the subsequent steps.

The pilot course successfully achieved the following outcome:

- It was delivered entirely online.
- It served as a prototype/pilot for the design of the final blended courses (theoretical and practical).
- It integrated evidence-based content and digital tools, preparing students for both the theory and practice of palliative care.



3. Task 4.2: 6 courses for Chinese nursing students

This module comprises 10 ECTS and is structured to provide undergraduate students with a comprehensive, two-part grounding in palliative care.

The module begins with the theoretical foundations in the form of a 5 ECTS course, which establishes the core knowledge base, covering principles, ethical frameworks, communication models, and the multidisciplinary approach to care for patients with life-limiting illnesses.

This is immediately followed by a practical course of 5 ECTS, a hands-on component designed to develop clinical and interpersonal competencies. Students will engage in scenario-based learning to master skills such as sensitive communication, effective symptom management techniques, and professional teamwork.

The ultimate objective is for students to integrate theoretical understanding and practical mastery, achieving the level of competency required to apply high-quality, patient-centered palliative care effectively in a clinical setting. In this Chapter, descriptions of six (6) courses developed by the Chinese partner universities are presented, consisting of both theory and practice courses from each of three (3) universities: Guangzhou Health Science College (GHSC), Harbin Medical University (HMU) and Beihua University (BHU).

3.1. Theory course general objective

At the completion of the course the student will be able to integrate the knowledge, skills and attitudes related to palliative care at the level of EQF6.

The course's subject matter is palliative care, which focuses on providing relief from the symptoms and stress of a serious illness. The focus of the course integrates the basic pillars of competence learning:

- Knowledge: theoretical understanding of palliative care principles and practices.
- Skills: practical ability to perform tasks and interventions related to palliative care.
- Attitudes: professional and ethical disposition, values, and empathy necessary for this field.

The required level of proficiency is EQF 6, which typically signifies a bachelor's degree level or equivalent.

3.1.1. Theory course GHSC

Palliative Care Fundamentals: Holistic Care and End-of-Life Support

At the completion of the course the student will be able to integrate the knowledge, skills and attitudes related to palliative care.

| Competences | Learning outcomes for theory course | Learning outcomes for practice course | Contents |
|-------------|-------------------------------------|---------------------------------------|----------|
|-------------|-------------------------------------|---------------------------------------|----------|



| | | | |
|-------------------------------------|--|--|--|
| 1. Providing palliative care | <ul style="list-style-type: none"> The student is capable of reflecting on the basic concepts of palliative care from nursing and patient and family centered models of care and considering traditional Chinese medicine | | <ul style="list-style-type: none"> Basic concepts of palliative care Person and family centered care models |
| | <ul style="list-style-type: none"> The student identifies the relevant information of the person, the family and its context required to perform a nursing assessment The student identifies the more common signs and symptoms in palliative care The student identifies the psychosocial responses to loss and death, demonstrating understanding of evidence-based approaches to supporting individuals and families | <ul style="list-style-type: none"> The student performs a holistic nursing assessment of the person, family and its context The student identifies the nursing diagnosis based on the assessment performed | <ul style="list-style-type: none"> Nursing assessment, diagnosis, care plan, symptom management, and pain management in palliative care |
| | <ul style="list-style-type: none"> The student is capable of designing a personalized care plan for the patient including outcomes and nursing interventions The student describes the interventions that ensure comfort and well-being for patients in complex and/or end of life situations such as symptom management or pain management | <ul style="list-style-type: none"> The student develops personalized care plans in agreement with the patient's and family's values and preferences in collaboration with the interdisciplinary team The student prioritizes and implements the interventions that ensure comfort and well-being for patients in complex and/or end of life situations in agreement with the patient | |
| | <ul style="list-style-type: none"> The student describes the indicators that allow measuring the level of achievement of the outcomes after the nursing interventions | <ul style="list-style-type: none"> The student assesses with the patient the outcomes achieved during and/or after the performance of nursing interventions | |

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| 2.Communication and collaboration | <ul style="list-style-type: none"> The student demonstrates understanding the principles of effective communication in palliative care situations | <ul style="list-style-type: none"> The student communicates effectively demonstrating active listening and clarity when interacting with the patient, the family and the interdisciplinary team | <ul style="list-style-type: none"> Communication and ethics |
| | <ul style="list-style-type: none"> The student identifies the members present in the multidisciplinary team and their responsibilities | <ul style="list-style-type: none"> The student collaborates with the members of the interdisciplinary team | |
| 3. Organization and management | <ul style="list-style-type: none"> The student describes how palliative care is organized in the health care system | <ul style="list-style-type: none"> The student recognizes the characteristics and organizational structure of the healthcare center and unit where the placement is developed | <ul style="list-style-type: none"> Innovation in palliative care |
| | <ul style="list-style-type: none"> The student identifies the innovation principles that guide the development and implementation of new solutions | <ul style="list-style-type: none"> The student identifies opportunities for innovation and proposes evidence-based strategies to improve palliative care | |
| 4. Patient and family education | <ul style="list-style-type: none"> The student describes the potential educational needs of the individuals and families in palliative care | <ul style="list-style-type: none"> The student identifies the educational needs of the patient and the family The student provides information to the patient and his/her family according to their needs | <ul style="list-style-type: none"> Person and family centered care models Communication and ethics |
| 5. Evidence based nursing (EBN), lifelong learning (LLL) and training | <ul style="list-style-type: none"> The student analyses current evidence and research to inform nursing decision-making and best practices in palliative care | <ul style="list-style-type: none"> The student applies current evidence to guide nursing decision-making and deliver best-practice palliative care in clinical settings. | <ul style="list-style-type: none"> Clinical reasoning and evidence based in palliative care |
| 6. Professional behaviour | <ul style="list-style-type: none"> The student identifies the ethical and legal principles related to palliative care | <ul style="list-style-type: none"> The student shows respect, empathy and compassion The student applies the ethical and legal principles and professional values from the nursing code of conduct in palliative care The student advocates for the patient at all times | <ul style="list-style-type: none"> Communication and ethics |

Workload of the course (120 hours) divided into:

- 43 hours in-person teaching
- 36 hours assignment
- 41 hours independent studying

Study (learning) methods: in-person and online lectures, case studies, group work, individual learning tasks, written assignments, workshops.

Assessment method: Individual report, group assignments.

Assessment of the course:**Pass/Fail**

The course follows a Pass/Fail assessment system, which aims to ensure that students achieve the minimum expected learning outcomes related to theoretical understanding and professional competencies in palliative care nursing.

A student receives a "Pass" when they demonstrate sufficient understanding, reflection, and application of the course content across the following competence areas:

1. Providing Palliative Care

The student:

- Understands basic concepts of palliative care.
- Can explain models of person- and family-centered care, including complementary approaches (e.g., traditional Chinese medicine).
- Describes how to perform a holistic nursing assessment.
- Identifies common symptoms and psychosocial responses to loss and end-of-life situations. Understands how to develop nursing diagnoses, personalized care plans, and appropriate comfort interventions.
- Can identify relevant outcome indicators for evaluating nursing care.

2. Communication and Collaboration

The student:

- Understands key principles of effective communication in palliative care.
- Can describe the roles of interdisciplinary team members.
- Recognizes the importance of empathy, active listening, and teamwork.

3. Organization and Care Management

The student:

- Understands how palliative care is organized in the healthcare system.
- Can identify opportunities for innovation and improvement in care delivery.

4. Patient and Family Education

The student:

- Can recognize potential educational needs of patients and families.
- Understands how to communicate information in a clear, respectful, and culturally sensitive manner.



5. Evidence-Based Nursing and Lifelong Learning

The student:

- Can analyze and apply scientific evidence to nursing decision-making.
- Shows awareness of the need for continuous learning and critical thinking.

6. Professional Behaviour

The student:

- Understands the ethical and legal principles in palliative care.
- Recognizes the importance of respect, empathy, and patient advocacy.
- Demonstrates professional values in theoretical reflections or discussions.

Course planification

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| Module | Module 1 Palliative care basics (16 h) | |
| Content | <i>Basic concepts of palliative care</i> | |
| Learning outcomes | <ol style="list-style-type: none">1. The student knows how palliative care is organized in the health care system.2. The student reflects on the basic concepts of palliative care.3. The student assesses the elements and situations involved in an end-of-life process and reflects on the philosophy and basic concepts of palliative care.4. The student understands the customs and family culture of terminally ill patients. | |
| Assessment | The assessment is conducted based on the group activity assessment in class and the individual. | |
| Work division and content | 5-hour in-person class | Introduction (1h) Share beliefs and reflections about the previous materials. Lecture (2h) <ul style="list-style-type: none">• The concept, significance, and demand of palliative care, as well as the development history of palliative care both domestically and internationally.• Holistic assessment principles of palliative care (including quality of life, death quality and symptom assessment, etc.).• Traditional Chinese culture, palliative care and nursing. Group activities (2h) Group sharing on the understanding of Dignified Death and euthanasia, introducing death culture and death education. |
| | 5 hours assignments | Individual: Search for a literature article on "Death with dignity" and write a 500-word reflection on "death with dignity". |
| | 6 hours independent study | Pre- lecture reading and learning materials: <ol style="list-style-type: none">1. WeChat Official Account: Build Peace and Safety2. Book: <i>Being Mortal: Medicine and What Matters in the End</i>3. Movies: <i>Send Me to the Clouds</i>, <i>The Last Dance</i> |

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| Module | Module 2 Person and family-centred care models (30 h) |
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| Content | <i>Person and family-centred care models</i> | |
| Learning outcomes | 1. The student understands the interdisciplinary writing model and explains its working principle. 2. The student uses the appropriate common model to convey bad news. 3. The student organizes family meetings and guides the implementation of the four stages of life. 4. The student conducts a preliminary psychological and mental assessment and provides targeted support and intervention. | |
| Assessment | The assessment is conducted based on the group activity assessment in class and the individual assignment results after class. | |
| Work division | 8-hour in-person class | Lecture 1 (2h) <ul style="list-style-type: none"> • Model Introduction: Interdisciplinary Collaboration Model (IDT) • Communication: Bad News Notification; Family Meeting; The Four Tasks of Life (including Express Gratitude, Seek Forgiveness / Apologize, Express Love, Say Goodbye). Activity 1 (1h) Role-Play: Family Meeting Simulation (Communication and Psychological Support). Lecture 2 (3h) <ul style="list-style-type: none"> • Psychology, Mental Health, and Social Support. • Assessment of Psychology, Mental Health, and Social Support. • Psychological Support Techniques: Listening and Empathy, Narrative Therapy, Sandplay Therapy, Relaxation Therapy. Activity 2 (2h) Debate or discussion in small groups about the reading materials. |
| | 10 hours assignments | 1. Individual: Write a 500-word essay on the understanding of different end-of-life situations. 2. Group: Making a poster to show how to organize family meetings or grief counselling. |
| | 12 hours independent study | Reading materials: 1. "Guidelines for Psychological Support in Palliative Care" Authors: Wang Yifan, Li Jiaocheng Foundation 2. "The Psychology of Death" Authors: Charles A. CorrDawn M. Corr |

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| Module | Module 3 Clinical reasoning in palliative care (46 h) |
| Content | <i>Clinical palliative practice</i> |
| Learning outcomes | 1. The student can master the common symptoms of various systems in palliative care. 2. The student can master the common comfort care techniques in palliative care. 3. The student understands the application of traditional Chinese medicine theory in palliative care and master the commonly used traditional Chinese medicine care techniques in palliative care. 4. The student can master the commonly used rehabilitation techniques in palliative care. |



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| Assessment | <p>1. The assessment is conducted based on the group activity assessment in class and the individual assignment results after class, with each component accounting for 50% of the total score.</p> <p>2. This module's score accounts for 50% of the total course score.</p> | |
| Work division | 16 hours in-person class | <p>Lecture 1 (2h) Common symptom management techniques in palliative care: such as breathing difficulties, abdominal distension and diarrhea, constipation, nausea and vomiting, delirium, insomnia, and pain.</p> <p>Small group activities (2h) About reading materials. Including for example practical cases, debates, concept maps, case study or role play.</p> <p>Lecture 2 (2.5h) Comfort care techniques: techniques for positioning and transferring in a comfortable manner, oral care techniques, skin care (wound care).</p> <p>Small group activities (1.5h) About reading materials. Including for example practical cases, debates, concept maps, case study or role play.</p> <p>Lecture 3 (2h) Traditional Chinese Medicine Theory and Palliative Care The Application of Traditional Chinese Nursing Techniques in Palliative Care: Auricular Acupuncture, Cupping Therapy, Traditional Chinese Aromatherapy, Moxibustion, Chinese Herbal Hot Compresses, Eight-Section Exercises, etc.</p> <p>Small group activities (2h) About reading materials. Including for example practical cases, debates, concept maps, case study or role play.</p> <p>Lecture 4 (2.5h) The application of rehabilitation techniques in palliative care: daily activity training, joint training, occupational therapy (such as handicrafts, gardening, etc.).</p> <p>Small group activities (1.5h) About reading materials. Including for example practical cases, debates, concept maps, case study or role play.</p> |
| | 15 hours assignments | Group work: Each group selects a symptom of the system and uses evidence-based nursing techniques and methods to create a symptom care mind map. |
| | 15 hours independent study | <p>Reading materials:</p> <ol style="list-style-type: none"> 1. Book: "Symptom Management in Palliative Care" 2. Book: "Symptom Control in Palliative Medicine" 3. Book: "Clinical Practice of TCM Palliative Care for Cancer" |

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| Module | Module 4 Communication, innovation and ethics (28 h) |
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| Content | <ul style="list-style-type: none"> • <i>Policy and legislation related to palliative nursing</i> • <i>E-Health in palliative care</i> • <i>Ethics and culture in palliative care</i> | |
| Learning outcomes | <p>1. The student is capable of identifying the different comfort measures at the physical, emotional, and spiritual levels in the advanced stage of illness and end-of-life situations.</p> <p>2. The student is capable of recognizing the psychosocial responses to loss and death and understand the appropriate measures to support individuals and families in these circumstances.</p> <p>3. The student is capable of introducing changes in methods and processes within the field of knowledge to provide innovative responses to society's needs and demands.</p> <p>The student is capable of recognizing and applying the ethical dimension in palliative nursing care.</p> | |
| Assessment | The assessment is conducted based on the group activity assessment in class and the individual assignment results after class. | |
| Work division | 14 hours in-person class | <p>Lectures (7h)</p> <ul style="list-style-type: none"> • Chinese Palliative care laws, regulations, and practice guidelines. • Digital Tools in palliative care. • Ethics and culture in palliative care. <p>Group activities (7h)</p> <ul style="list-style-type: none"> • Practical case. • Case discussion: Analyzing legal and ethical conflicts in palliative care. • Debate about the movies (independent studying). |
| | 6 hours assignments | Individual: Write a Personal Reflection Journal, submission. |
| | 8 hours independent study | <p>Reading materials:</p> <p>1. Watch movies:</p> <ul style="list-style-type: none"> • "Death Doctor" (You Don't Know Jack, 2010) • "Guardian of My Sister" (My Sister's Keeper, 2009) <p>2. Review: Chinese Palliative Care-Related Laws and Guidelines</p> |

3.1.2. Theory course HMU

Course general objective:

At the completion of the course the student will be able to integrate the knowledge, skills and attitudes related to palliative care at the level of EQF6.

| Competences | Learning outcomes for theory course | Learning outcomes for practise course | Contents |
|-------------------------------------|---|---------------------------------------|---|
| 1. Providing palliative care | <ul style="list-style-type: none"> • The student is capable of reflecting on the basic concepts of palliative care from nursing and patient and family centered models | | <ul style="list-style-type: none"> • Basic concepts of palliative care |



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| | of care and considering traditional Chinese medicine | | <ul style="list-style-type: none"> Person and family centered care models |
| | <ul style="list-style-type: none"> The student identifies the relevant information of the person, the family and its context required to perform a nursing assessment The student identifies the more common signs and symptoms in palliative care The student identifies the psychosocial responses to loss and death, demonstrating understanding of evidence-based approaches to supporting individuals and families | <ul style="list-style-type: none"> The student performs a holistic nursing assessment of the person, family and its context The student identifies the nursing diagnosis based on the assessment performed | |
| | <ul style="list-style-type: none"> The student is capable of designing a personalized care plan for the patient including outcomes and nursing interventions The student describes the interventions that ensure comfort and well-being for patients in complex and/or end of life situations such as symptom management or pain management | <ul style="list-style-type: none"> The student develops personalized care plans in agreement with the patient's and family's values and preferences in collaboration with the interdisciplinary team The student prioritizes and implements the interventions that ensure comfort and well-being for patients in complex and/or end of life situations in agreement with the patient | <ul style="list-style-type: none"> Nursing assessment, diagnosis, care plan, symptom management, and pain management in palliative care |
| | <ul style="list-style-type: none"> The student describes the indicators that allow measuring the level of achievement of the outcomes after the nursing interventions | <ul style="list-style-type: none"> The student assesses with the patient the outcomes achieved during and/or after the performance of nursing interventions | |
| 2. Communication and collaboration | <ul style="list-style-type: none"> The student demonstrates understanding the principles of effective communication in palliative care situations | <ul style="list-style-type: none"> The student communicates effectively demonstrating active listening and clarity when interacting with the | <ul style="list-style-type: none"> Communication and ethics |

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| | | patient, the family and the interdisciplinary team | |
| | <ul style="list-style-type: none"> The student identifies the members present in the multidisciplinary team and their responsibilities | <ul style="list-style-type: none"> The student collaborates with the members of the interdisciplinary team | |
| 3. Organisation and management | <ul style="list-style-type: none"> The student describes how palliative care is organized in the health care system | <ul style="list-style-type: none"> The student recognises the characteristics and organizational structure of the healthcare center and unit where the placement is developed | <ul style="list-style-type: none"> Innovation in palliative care |
| | <ul style="list-style-type: none"> The student identifies the innovation principles that guide the development and implementation of new solutions | <ul style="list-style-type: none"> The student identifies opportunities for innovation and proposes evidence-based strategies to improve palliative care | |
| 4. Patient and family education | <ul style="list-style-type: none"> The student describes the potential educational needs of the individuals and families in palliative care | <ul style="list-style-type: none"> The student identifies the educational needs of the patient and the family The student provides information to the patient and his/her family according to their needs | <ul style="list-style-type: none"> Person and family centered care models Communication and ethics |
| 5. Evidence based nursing (EBN), lifelong learning (LLL) and training | <ul style="list-style-type: none"> The student analyses current evidence and research to inform nursing decision-making and best practices in palliative care | <ul style="list-style-type: none"> The student applies current evidence to guide nursing decision-making and deliver best-practice palliative care in clinical settings. | <ul style="list-style-type: none"> Clinical reasoning and evidence based in palliative care |
| 6. Professional behaviour | <ul style="list-style-type: none"> The student identifies the ethical and legal principles related to palliative care | <ul style="list-style-type: none"> The student shows respect, empathy and compassion The student applies the ethical and legal principles and professional values from the nursing code of conduct in palliative care The students advocates for the patient at all times | <ul style="list-style-type: none"> Communication and ethics |

Workload of the course (120 hours) divided into:

- 40 hours in-person teaching
- 40 hours assignments



- 40 hours independent study

Study methods: in-person and online lectures, case studies, group work, individual learning tasks, written assignments, participative lectures, workshops

Assessment method: essay, multiple choice, group work

Assessment of the course:

Pass/Fail

The course follows a Pass/Fail assessment system, which aims to ensure that students achieve the minimum expected learning outcomes related to theoretical understanding and professional competencies in palliative care nursing.

A student receives a "Pass" when they demonstrate sufficient understanding, reflection, and application of the course content across the following competence areas:

1. Providing Palliative Care

The student:

Understands basic concepts of palliative care.

Can explain models of person- and family-centered care, including complementary approaches (e.g., traditional Chinese medicine).

Describes how to perform a holistic nursing assessment.

Identifies common symptoms and psychosocial responses to loss and end-of-life situations.

Understands how to develop nursing diagnoses, personalized care plans, and appropriate comfort interventions.

Can identify relevant outcome indicators for evaluating nursing care.

2. Communication and Collaboration

The student:

Understands key principles of effective communication in palliative care.

Can describe the roles of interdisciplinary team members.

Recognizes the importance of empathy, active listening, and teamwork.

3. Organization and Care Management

The student:

Understands how palliative care is organized in the healthcare system.

Can identify opportunities for innovation and improvement in care delivery.

4. Patient and Family Education

The student:

Can recognize potential educational needs of patients and families.

Understands how to communicate information in a clear, respectful, and culturally sensitive manner.

5. Evidence-Based Nursing and Lifelong Learning

The student:

Can analyze and apply scientific evidence to nursing decision-making.

Shows awareness of the need for continuous learning and critical thinking.



6. Professional Behaviour

The student:

Understands the ethical and legal principles in palliative care.

Recognizes the importance of respect, empathy, and patient advocacy.

Demonstrates professional values in theoretical reflections or discussions.

Course planification

| | | |
|---------------------------|---|--|
| Module | Module 1 Palliative care basics (24 hours) | |
| Content | <i>Basic concepts of palliative care</i> | |
| Learning outcome | The student is capable of reflecting on the basic concepts of palliative care | |
| Assessment | After completing the course, the student can demonstrate his/her understanding of the basics concepts of palliative care and understand and explain its importance. | |
| Work division and content | 8 hours in-person class | Lectures (4h) <ul style="list-style-type: none">• The Concept and Development History of Palliative Care• Relevant theories of palliative care Group activities (4h) <p>Through group collaboration, gain an in-depth understanding of the core concepts, historical evolution and theoretical framework of hospice care, discuss the "past, present and future" of hospice care, and make a report accordingly.</p> |
| | 8 hours assignments | Group (4h) <p>Use mind maps or tables to compare the differences in the definitions of palliative care among the WHO and various countries.</p> Individual (4h) <p>Choose a theory and analyze how this theory guides clinical cases (such as psychological support for patients and family communication)</p> <p>Summative assessment: Submit one group mind map/form.</p> |
| | 8 hours independent study | Reading and watching materials: <ol style="list-style-type: none">1. Watch The movie "<i>The Farewell</i>" (2019) to understand the influence of cultural background on end-of-life communication (by comparing the "right to know" in the West with the "protective concealment" in the East).2. Through literature, understand the "obstacles to the acceptance of palliative care by traditional culture (such as filial piety) in China" and the "accessibility challenges of palliative care in rural areas". |

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| Module | Module 2 Person and family-centred care models (24 hours) |
| Content | <i>Cultivate students to implement the people-oriented care concept in palliative care, highlighting family participation and personalized care</i> |
| Learning outcome | The student assesses the situation of the person, family and its context |
| Assessment | Students can independently complete the systematic needs assessment of patients and their families and learn cross-cultural assessment skills |



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| Work division | 8 hours in-person class | Lectures (4 h) <ul style="list-style-type: none"> • Humanistic Care • Psychological and spiritual support • Advance Care Plan • Family Assessment and Needs Analysis Group activities (4 hours): <ul style="list-style-type: none"> • Play a 3-5 minute clip from "<i>The World of Humanity: Hospice Care Ward</i>" (such as patients expressing fear of death or family care conflicts), and discuss "Which details in the clip reflect the lack or success of humanistic care?" If you were a medical worker or social worker, how would you respond to the needs of patients or their families? Report in groups. • Watch documentary clips (such as "<i>The World of Men</i>"), have group discussions and analyze the psychological states of patients in groups, and make a report. • Group debate: "Do family members have the right to overturn a patient's advance medical decision?" |
| | 8 hours assignments | Group (4h): Design popular ACP promotional materials for rural areas in groups. Individual (4 h) Based on cases, identify the risk points of family care through family diagrams. Summative assessment: Submit the electronic version of the ACP promotional materials, in groups. |
| | 8 hours independent study | Reading materials: <ol style="list-style-type: none"> 1. "<i>When Breathing Becomes Air</i>" (Paul Kalanish) 2. "<i>The Best Farewell</i>" (Atu Gwende) 3. Documentary "<i>The Conversation Project</i>" (ACP Promotion Practice) 4. "<i>Being Mortal</i>" (Atu Gawande) Chapter 5 |

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| Module | Module 3 Clinical reasoning in palliative care (48 hours) | |
| Content | <i>Family care and grief counselling</i> | |
| Learning outcome | The student demonstrates knowledge and reflection on the concept of person-centred care and its meaning for palliative care | |
| Assessment | After completing the course, the student can demonstrate knowledge of, explain, and reflect on the family care and grief counselling and their importance in palliative care | |
| Work division | 16 hours in-person class | Lectures (8 h) <ul style="list-style-type: none"> • Evaluation of patients in palliative care • Symptom Management in Palliative Care • Palliative Care and Comfort Nursing Group activities (8 h): <ul style="list-style-type: none"> • Group Discussion: What dimensions of needs might be implied when a patient with advanced lung cancer complains of "back pain"? • Evaluate the pain of a patient with bone metastasis and distinguish between somatic pain and neuropathic pain. |

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| | | <ul style="list-style-type: none"> • Group discussion to analyze complex cases and formulate multidisciplinary management plans. • Group discussion on how to balance medical intervention and patients' comfort needs? |
| | 16 hours assignments | <p>Group (8 h) Make mind maps of non-pharmaceutical intervention techniques in groups and submit them.</p> <p>Individual (8 hours) How to assess the spiritual needs of patients without religious beliefs who express a sense of "meaninglessness" ? Summative assessment: Submit the mind map in groups.</p> |
| | 16 hours independent study | <p><u>Reading materials:</u></p> <ol style="list-style-type: none"> 1. "Guidelines for Symptom Management in Palliative Care" (International Authoritative Institution Edition) 2. "Guidelines for Comfortable Care in Palliative Care" (National Health Commission Edition) 3. "Hospice Care and Palliative Care" textbook |

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| Module | Module 4 Communication, innovation and ethics (24 hours) | |
| Content | <i>Patient, family and nurse well-being in palliative care</i> | |
| Learning outcome | <p>The student masters empathetic communication skills with end-stage patients and their families (such as the SPIKES model and the NURSE rule).</p> <p>The student learns to handle conflicting communication (such as family members refusing to give up rescue).</p> | |
| Assessment | After completing the course, the student can evaluate and reflect on patient, family and nurse well-being in palliative care | |
| Work division | 8-hour in-person class | <p>Lectures (4h)</p> <ul style="list-style-type: none"> • Types of palliative care communication • Notification of Palliative Care Condition • Ethics Involved in Hospice Care • Legal Issues in Hospice Care <p>Group activities (4h)</p> <ul style="list-style-type: none"> • Role-playing: Simulate the patient's angry/silent scenarios and practice non-violent responses. • Group Discussion: "What to Do" and "What Not to Do" in communication (such as avoiding false comfort). |
| | 8 hours assignments | <p>Group (4h) Simulate a family meeting to handle the differences between the daughter (who advocates active treatment) and the son (who supports palliative care).</p> <p>Individual (4h) How to deal with the need for "family concealment of illness" (such as protective silence in Asian culture). Summative assessment: Submit a role-playing video assignment in groups.</p> |



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| | 8 hours independent study | <u>Reading materials:</u> 1. "Palliative Care Communication Manual" (Sample Dialogue Collection). 2. Video "How to Explain a Loved One's Death to a Child" (Animated short film) 3. Manual: "30 Questions on Family Palliative Care" (Illustrated Version) |
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3.1.3. Theory course BHU

Course general objective:

At the completion of the course the student will be able to integrate the knowledge, skills and attitudes related to palliative care at the level of EQF6.

| Competences | Learning outcomes for theory course | Learning outcomes for practise course | Contents |
|-------------------------------------|--|--|---|
| 1. Providing palliative care | <ul style="list-style-type: none"> The student is capable of reflecting on the basic concepts of palliative care from nursing and patient and family centered models of care and considering traditional Chinese medicine | | <ul style="list-style-type: none"> Basic concepts of palliative care Person and family centered care models |
| | <ul style="list-style-type: none"> The student identifies the relevant information of the person, the family and its context required to perform a nursing assessment The student identifies the more common signs and symptoms in palliative care The student identifies the psychosocial responses to loss and death, demonstrating understanding of evidence-based approaches to supporting individuals and families | <ul style="list-style-type: none"> The student performs a holistic nursing assessment of the person, family and its context The student identifies the nursing diagnosis based on the assessment performed | |
| | <ul style="list-style-type: none"> The student is capable of designing a personalized care plan for the patient including outcomes and | <ul style="list-style-type: none"> The student develops personalized care plans in agreement with the patient's and family's values | <ul style="list-style-type: none"> Nursing assessment, |



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| | <p>nursing interventions</p> <ul style="list-style-type: none"> The student describes the interventions that ensure comfort and well-being for patients in complex and/or end of life situations such as symptom management or pain management | <p>and preferences in collaboration with the interdisciplinary team</p> <ul style="list-style-type: none"> The student prioritizes and implements the interventions that ensure comfort and well-being for patients in complex and/or end of life situations in agreement with the patient | <p>diagnosis, care plan, symptom management, and pain management in palliative care</p> |
| | <ul style="list-style-type: none"> The student describes the indicators that allow to measure the level of achievement of the outcomes after the nursing interventions | <ul style="list-style-type: none"> The student assesses with the patient the outcomes achieved during and/or after the performance of nursing interventions | |
| 2. Communication and collaboration | <ul style="list-style-type: none"> The student demonstrates understanding the principles of effective communication in palliative care situations | <ul style="list-style-type: none"> The student communicates effectively demonstrating active listening and clarity when interacting with the patient, the family and the interdisciplinary team | <ul style="list-style-type: none"> Communication and ethics |
| | <ul style="list-style-type: none"> The student identifies the members present in the multidisciplinary team and their responsibilities | <ul style="list-style-type: none"> The student collaborates with the members of the interdisciplinary team | |
| 3. Organisation and management | <ul style="list-style-type: none"> The student describes how palliative care is organized in the health care system | <ul style="list-style-type: none"> The student recognises the characteristics and organizational structure of the healthcare center and unit where the placement is developed | <ul style="list-style-type: none"> Innovation in palliative care |
| | <ul style="list-style-type: none"> The student identifies the innovation principles that guide the development and implementation of new solutions | <ul style="list-style-type: none"> The student identifies opportunities for innovation and proposes evidence-based strategies to improve palliative care | |
| 4. Patient and family education | <ul style="list-style-type: none"> The student describes the potential educational needs of the individuals and families in palliative care | <ul style="list-style-type: none"> The student identifies the educational needs of the patient and the family The student provides information to the patient and his/her family according to their needs | <ul style="list-style-type: none"> Person and family centered care models Communication and ethics |

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| 5. Evidence based nursing (EBN), lifelong learning (LLL) and training | <ul style="list-style-type: none"> The student analyses current evidence and research to inform nursing decision-making and best practices in palliative care | <ul style="list-style-type: none"> The student applies current evidence to guide nursing decision-making and deliver best-practice palliative care in clinical settings. | <ul style="list-style-type: none"> Clinical reasoning and evidence based in palliative care |
| 6. Professional behaviour | <ul style="list-style-type: none"> The student identifies the ethical and legal principles related to palliative care | <ul style="list-style-type: none"> The student shows respect, empathy and compassion The student applies the ethical and legal principles and professional values from the nursing code of conduct in palliative care The student advocates for the patient at all times | <ul style="list-style-type: none"> Communication and ethics |

Workload of the course (120 hours) divided into:

- 40 hours in-person teaching
- 42 hours assignments (including 4 hours of a final assignment)
- 38 hours independent studying

Study (learning) methods: in-person and online lectures, case studies, group work, individual learning tasks, written assignments.

Assessment method: group work.

Assessment of the course:

Pass/Fail

The course follows a Pass/Fail assessment system, which aims to ensure that students achieve the minimum expected learning outcomes related to theoretical understanding and professional competencies in palliative care nursing.

A student receives a "Pass" when they demonstrate sufficient understanding, reflection, and application of the course content across the following competence areas:

1. Providing Palliative Care

The student:

- Understands basic concepts of palliative care.
- Can explain models of person- and family-centered care, including complementary approaches (e.g., traditional Chinese medicine).
- Describes how to perform a holistic nursing assessment.
- Identifies common symptoms and psychosocial responses to loss and end-of-life situations. Understands how to develop nursing diagnoses, personalized care plans, and appropriate comfort interventions.



- Can identify relevant outcome indicators for evaluating nursing care.

2. Communication and Collaboration

The student:

- Understands key principles of effective communication in palliative care.
- Can describe the roles of interdisciplinary team members.
Recognizes the importance of empathy, active listening, and teamwork.

3. Organization and Care Management

The student:

- Understands how palliative care is organized in the healthcare system.
- Can identify opportunities for innovation and improvement in care delivery.

4. Patient and Family Education

The student:

- Can recognize potential educational needs of patients and families.
- Understands how to communicate information in a clear, respectful, and culturally sensitive manner.

5. Evidence-Based Nursing and Lifelong Learning

The student:

- Can analyze and apply scientific evidence to nursing decision-making.
- Shows awareness of the need for continuous learning and critical thinking.

6. Professional Behaviour

The student:

- Understands the ethical and legal principles in palliative care.
- Recognizes the importance of respect, empathy, and patient advocacy.
- Demonstrates professional values in theoretical reflections or discussions.

Course planification

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| Module | Module 1 Palliative care basics (24 hours) | |
| Content | <i>The concept and principle of palliative care</i> | |
| Learning outcome | The student is capable of reflecting on the basic concepts of palliative care. | |
| Assessment | After completing the course, the student can demonstrate his/her understanding of the basics concepts of palliative care and understand and explain its importance. | |
| Work division and content | 8 hours in-person class | Introduction (1h) Share beliefs and reflections about the documentary: <i>We Need to Talk About Death</i> (seen before the class). Lectures (3h) <ul style="list-style-type: none"> • Core concepts of palliative care. |



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| | | <ul style="list-style-type: none"> Theories related to hospice care. <p>Group activities (4h)</p> <ul style="list-style-type: none"> Group work (1 h) Create a mind map on "Understanding of Hospice Care," complete it in groups, and presentation. Individual work and debate (3h) Watch the film "<i>The Exclamation Mark of Life</i>" and reflect on life education and hospice care concepts after viewing. |
| | 8 hours assignments | <p>Group assignment (4h) Share reading insights within the group and collaboratively draft a reflection report.</p> <p>Individual assignment (4h) Read two palliative care-related articles provided by the instructor and prepare an individual reflection report. Assessment: Submit one group reading reflection report.</p> |
| | 8 hours independent study | <p><u>Pre-class learning (8h)</u></p> <ul style="list-style-type: none"> Watch the documentary <i>We Need to Talk About Death</i> to understand death and experience death education. Read Chapter 1 and Chapter 5 of the textbook <i>Palliative Care: Palliative Care</i>, edited by Chen Yongyi and Yang Hui, published by People's Medical Publishing House, 1st edition, November 2023. |

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| Module | Module 2 Person and family-centered care models (36 hours) | |
| Content | <i>Person-centered communication and psychosocial support in palliative care</i> | |
| Learning outcome | <ul style="list-style-type: none"> The student is capable reflecting on the concept of person-centred care and its significance for palliative care demonstrate knowledge of, explain, and reflect on the concept of Family care and grief counselling for palliative care | |
| Assessment | After completing the course, the student can justify the application of a person-centred approach to communication and psychosocial support in palliative care. | |
| Work division | 14 hours in-person class | <p>Lectures (14h)</p> <ul style="list-style-type: none"> Humanistic Care in Hospice Care (2 hours) Classroom Activity: Watch a short video on humanistic care, followed by group discussions and presentations on how humanistic care is demonstrated. Psychological, Social, and Spiritual Support (6 hours) Classroom Activity: Case Analysis Support for Non-Professional Caregivers (3 hours) Bereavement Counseling (3 hours) |
| | 12 hours assignments | <p>Group (12 hours): Case Analysis: Group Discussion on How to Reflect People- and Family-Centered Care.</p> <p>Individual: Search for relevant materials and conduct case analysis.</p> <p>Summative Assessment: Group submission of case analysis report.</p> |

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| | 12 hours independent study | Review 1-2 pieces of literature to understand how to embody a person- and family-centered approach in palliative care work and share within the group. |
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| Module | Module 3 Clinical reasoning in palliative care (30 hours) | |
| Content | Palliative Care Patient Assessment, Diagnosis, Care plan and Symptom Management | |
| Learning outcome | The student is capable of reflecting on the patient's palliative care assessment, diagnosis, care plan and symptom management. | |
| Assessment | Case analysis of different symptoms Search the latest literature to provide evidence-based support for case analysis and submit an evaluation analysis of different symptoms report after group discussion. | |
| Work division | 10 hours in-person class | Lectures <ul style="list-style-type: none"> • Palliative Care Patient Assessment (2 hours) Classroom Activity: Case Analysis • Palliative Care Symptom Management (8 hours) Classroom Activity: Case Analysis |
| | 10 hours assignments | Case analysis of different symptoms Search the latest literature to provide evidence-based support for case analysis and submit an evaluation analysis report after group discussion. |
| | 10 hours independent study | Read Chapter 6 and Chapter 7 of the textbook "Palliative Care": "Palliative Care" edited by Chen Yongyi and Yang Hui, published by People's Medical Publishing House, First Edition, November 2023. |

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| Module | Module 4 Communication, innovation and ethics (24 hours) | |
| Content | Communication, innovation and ethics; Nurse Well-being in palliative care | |
| Learning outcome | The student is capable of reflecting on communication, innovation, ethics nurse well-being in palliative care. | |
| Assessment | 1. Self-care program design 2. Ethical dilemma discussion: Ventilator withdrawal decision-making conflict | |
| Work division | 8 hours | Lectures: <ol style="list-style-type: none"> 1. Palliative Care Communication (2 hours) Classroom Activity: Based on case studies, role-playing within groups to demonstrate communication techniques and methods. 2. Support for Professional Caregivers (4 hours) Classroom Activity: Group Discussion 3. Ethics and Law (2 hours) |
| | 8 hours assignments | <ol style="list-style-type: none"> 1. Self-care program design 2. Ethical dilemma discussion: Ventilator withdrawal decision-making conflict |
| | 8 hours independent study | Reading materials: Read Chapter 4 and Chapter 12 of the textbook <i>Palliative Care: Palliative Care</i> , edited by Chen Yongyi and Yang Hui, published by People's Medical Publishing House, 1st edition, November 2023. |

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| Module | Module 5 Final Assessment (4h) |
| Content | <i>All course contents</i> |
| Learning outcome | The student is capable of integrating knowledge into all the modules developed about the course. |
| Assessment | Final assignment: Based on the identification of an innovation need in palliative care throughout the course, the students will make a proposal for an innovation activity in palliative care in China. |

3.2. Practical course general objective

For nursing students entering the emotionally and clinically complex field of palliative care, education must extend far beyond lectures. In this sense, simulation and clinical placements are essential, acting as vital bridges between theoretical knowledge and real-world competence.

Simulation provides a crucial starting point. In this safe, controlled environment, students can tackle scenarios that would be high stakes in a real ward. They can rehearse incredibly difficult communication skills, such as how to break bad news, discuss patient wishes, or manage complex family dynamics. Furthermore, they can practice technical protocols for advanced symptom management without the risk of harming a real patient. This practical rehearsal is key to building confidence and ensuring that students enter the clinical setting feeling prepared and technically competent.

Building upon this simulated experience, clinical placements offer the necessary immersion. This is where students integrate their theoretical understanding and practiced skills into the holistic context of the patient's and family's life. Under direct supervision, they witness and participate in the delivery of compassionate care at the end of life. Placements are vital for developing empathy, professional judgment, and the subtle skills of interdisciplinary teamwork, all non-negotiable elements in quality palliative care. Ultimately, the combination of simulation and placement ensures graduates are not just knowledgeable, but competent and truly compassionate professionals.

At the completion of the course the student will be able to apply the knowledge, skills and attitudes related to palliative care at the level of EQF6.

3.2.1. Practice course for GHSC

| Competences | Learning outcomes for theory course | Learning outcomes for practise course | Contents |
|-------------------------------------|--|---------------------------------------|---|
| 1. Providing palliative care | <ul style="list-style-type: none"> The student is capable of reflecting on the basic concepts of palliative care from nursing and patient and family centered | | <ul style="list-style-type: none"> Basic concepts of palliative care |



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| | models of care and considering traditional Chinese medicine | | <ul style="list-style-type: none"> Person and family centered care models |
| | <ul style="list-style-type: none"> The student identifies the relevant information of the person, the family and its context required to perform a nursing assessment The student identifies the more common signs and symptoms in palliative care The student identifies the psychosocial responses to loss and death, demonstrating understanding of evidence-based approaches to supporting individuals and families | <ul style="list-style-type: none"> The student performs a holistic nursing assessment of the person, family and its context The student identifies the nursing diagnosis based on the assessment performed | <ul style="list-style-type: none"> Nursing assessment, diagnosis, care plan, symptom management, and pain management in palliative care |
| | <ul style="list-style-type: none"> The student is capable of designing a personalized care plan for the patient including outcomes and nursing interventions The student describes the interventions that ensure comfort and well-being for patients in complex and/or end of life situations such as symptom management or pain management | <ul style="list-style-type: none"> The student develops personalized care plans in agreement with the patient's and family's values and preferences in collaboration with the interdisciplinary team The student prioritizes and implements the interventions that ensure comfort and well-being for patients in complex and/or end of life situations in agreement with the patient | |
| | <ul style="list-style-type: none"> The student describes the indicators that allow measuring the level of achievement of the outcomes after the nursing interventions | <ul style="list-style-type: none"> The student assesses with the patient the outcomes achieved during and/or after the performance of nursing interventions | |
| 2. Communication and collaboration | <ul style="list-style-type: none"> The student demonstrates understanding the principles of effective communication in palliative care situations | <ul style="list-style-type: none"> The student communicates effectively demonstrating active listening and clarity when interacting with the | <ul style="list-style-type: none"> Multidisciplinary Communication and ethics |

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| | | patient, the family and the interdisciplinary team | |
| | <ul style="list-style-type: none"> The student identifies the members present in the multidisciplinary team and their responsibilities | <ul style="list-style-type: none"> The student collaborates with the members of the interdisciplinary team | |
| 3. Organisation and management | <ul style="list-style-type: none"> The student describes how palliative care is organized in the health care system | <ul style="list-style-type: none"> The student recognises the characteristics and organizational structure of the healthcare center and unit where the placement is developed | <ul style="list-style-type: none"> Innovation in palliative care |
| | <ul style="list-style-type: none"> The student identifies the innovation principles that guide the development and implementation of new solutions | <ul style="list-style-type: none"> The student identifies opportunities for innovation and proposes evidence-based strategies to improve palliative care | |
| 4. Patient and family education | <ul style="list-style-type: none"> The student describes the potential educational needs of the individuals and families in palliative care | <ul style="list-style-type: none"> The student identifies the educational needs of the patient and the family The student provides information to the patient and his/her family according to their needs | <ul style="list-style-type: none"> Person and family centered care models Communication and ethics |
| 5. Evidence based nursing (EBN), lifelong learning (LLL) and training | <ul style="list-style-type: none"> The student analyses current evidence and research to inform nursing decision-making and best practices in palliative care | <ul style="list-style-type: none"> The student applies current evidence to guide nursing decision-making and deliver best-practice palliative care in clinical settings. | <ul style="list-style-type: none"> Clinical reasoning and evidence based in palliative care |
| 6. Professional behaviour | <ul style="list-style-type: none"> The student identifies the ethical and legal principles related to palliative care | <ul style="list-style-type: none"> The student shows respect, empathy and compassion The student applies the ethical and legal principles and professional values from the nursing code of conduct in palliative care The students advocates for the patient at all times | <ul style="list-style-type: none"> Communication and ethics |

Workload of the course (120 hours) divided into:

- 8h simulation prior to the start of clinical placements
- 112h clinical placements

Study (learning) methods: clinical placements and simulations

Assessment method: nursing care plan design, individual reflective activity, self-evaluation

Assessment of the course:

Pass/Fail

The practical component of the course is assessed using a Pass/Fail system. A "Pass" indicates that the student has demonstrated safe, ethical, and competent nursing care in real or simulated palliative care contexts, according to the expected learning outcomes.

To obtain a "Pass", the student must show consistent and satisfactory performance in each of the following competence areas:

1. Providing Palliative Care

The student:

- Collects relevant information and performs a holistic nursing assessment.
- Identifies common symptoms and psychosocial responses in palliative care.
- Formulates nursing diagnoses based on the assessment.
- Designs and implements a personalized care plan, considering patient and family preferences.
- Applies appropriate interventions to ensure comfort (e.g., symptom and pain management).
- Collaborates with the patient to evaluate outcomes.

2. Communication and Collaboration

The student:

- Communicates effectively with patients, families, and professionals.
- Shows empathy, active listening, and respect.
- Recognizes team members' roles and collaborates within the interdisciplinary team.

3. Organization and Management of Care

The student:

- Understands the structure and workflow of the healthcare setting (hospital, nursing home, etc.).
- Demonstrates time management and prioritization skills.
- Identifies potential improvements or innovative ideas to enhance care.

4. Patient and Family Education

The student:

- Identifies the patient's and family's educational needs.
- Provides information clearly, respectfully, and in a culturally sensitive manner.



5. Evidence-Based Practice and Clinical Reasoning

The student:

- Uses current evidence to support nursing decisions.
- Demonstrates clinical reasoning and critical thinking during care delivery.
- Reflects on actions and decisions to improve practice.

6. Professional Behaviour

The student:

- Acts according to the ethical and legal principles of nursing.
- Shows responsibility, empathy, and respect always.
- Maintains confidentiality and prioritizes patient dignity and safety.
- Advocates for the patient when needed.

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| Module | Module 1 - Simulations (8 hours) | |
| Content | <i>Basic skills of palliative care</i> | |
| Learning outcomes | The student is capable to practice the basic skills in palliative care The student applies communication skills in a clinical case resolution | |
| Assessment | After completing the course, the student can demonstrate understanding of the basic skills of palliative care including the clinical and communication dimensions and understand and explain its importance. | |
| Work division and content | Simulation | <p>Zone 1 or 2 simulation</p> <p>Students work within a realistic clinical scenario, with partial guidance, but also space for independent decision-making. The instructor may intervene occasionally as a facilitator if redirection is needed.</p> <p><u>Situation 1 and 2 based on hospital or LTC clinical case scenarios</u></p> <p>Hospital room in a palliative care unit, hospice or long-term care setting (e.g., nursing home) scenario.</p> <p>Participants:</p> <ul style="list-style-type: none">• 2–3 students (in the role of nurses)• 1 patient (actor or high-fidelity simulator)• 1 family member (actor)1 observer (optional; acts as clinical tutor or facilitator) <p><u>Situation 3 and 4 based on home case scenarios</u></p> <p>Home visit scenario – the simulation takes place in a recreated home environment (can be a skills lab adapted as a living room/bedroom). Alternatively, it can be set in a community-based palliative care center or a nursing home.</p> |



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| | | <p>Participants:</p> <ul style="list-style-type: none"> • 2 nursing students (acting as community/palliative care nurses) • 1 patient (actor or high-fidelity manikin with voice/audio interaction) • 1 family caregiver (actor: e.g., spouse or sibling) • 1 observer (optional; acts as clinical tutor or facilitator) |
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| Module | Module 2 - Clinical Placements (112h) | |
| Content | <i>The student carries out a clinical placement in a clinical setting (hospital, nursing home, care home...)</i> | |
| Learning outcome | After completing the course, the student can demonstrate gained knowledge, skills and attitudes towards providing care to individuals requiring palliative care, collaborating with their families and other healthcare professionals. | |
| Assessment | Evaluation conducted by nurses and healthcare professionals at the placement centers, along with academic assessment by the university based on the assignments submitted by the student. | |
| Work division | Clinical Placements in a healthcare setting that provide care to patients in need of palliative care - 100h | <p>Students can apply their knowledge, skills and attitudes related to palliative care under the supervision of a clinical tutor and an academic tutor.</p> <p>At the end of the placement, the clinical tutor will assess the student based on the assessment criteria provided by the academic tutor.</p> |
| | Assignments (Individual) - 12h | <ol style="list-style-type: none"> 1. Placement context document: the student should describe the location of the placement center, the unit where they are placed, the type of patients, and the healthcare team working in the unit. 2. Selection of a patient and care plan development: the student should create a nursing care plan based on one of the theoretical models presented during the theory course. 3. Personal reflection: the student should reflect on one or two situations encountered during the placement that had a personal or emotional impact. 4. Final evaluation of the placement experience: the student should assess their clinical placement, highlighting what they liked, what they didn't, and what they would change or improve. |

3.2.2. Practice course for HMU

Course general objective:



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At the completion of the course the student will be able to apply the knowledge, skills and attitudes related to palliative care at the level of EQF6.



| Competences | Learning outcomes for theory course | Learning outcomes for practise course | Contents |
|---|--|--|--|
| 1. Providing palliative care | <ul style="list-style-type: none"> The student is capable of reflecting on the basic concepts of palliative care from nursing and patient and family centered models of care and considering traditional Chinese medicine | | <ul style="list-style-type: none"> Basic concepts of palliative care Person and family centered care models |
| | <ul style="list-style-type: none"> The student identifies the relevant information of the person, the family and its context required to perform a nursing assessment The student identifies the more common signs and symptoms in palliative care The student identifies the psychosocial responses to loss and death, demonstrating understanding of evidence-based approaches to supporting individuals and families | <ul style="list-style-type: none"> The student performs a holistic nursing assessment of the person, family and its context The student identifies the nursing diagnosis based on the assessment performed | <ul style="list-style-type: none"> Nursing assessment, diagnosis, care plan, symptom management, and pain management in palliative care |
| | <ul style="list-style-type: none"> The student is capable of designing a personalized care plan for the patient including outcomes and nursing interventions The student describes the interventions that ensure comfort and well-being for patients in complex and/or end of life situations such as symptom management or pain management | <ul style="list-style-type: none"> The student develops personalized care plans in agreement with the patient's and family's values and preferences in collaboration with the interdisciplinary team The student prioritizes and implements the interventions that ensure comfort and well-being for patients in complex and/or end of life situations in agreement with the patient | |
| | <ul style="list-style-type: none"> The student describes the indicators that allow measuring the level of achievement of the outcomes after the nursing interventions | <ul style="list-style-type: none"> The student assesses with the patient the outcomes achieved during and/or after the performance of nursing interventions | |
| 2. Communication and collaboration | <ul style="list-style-type: none"> The student demonstrates understanding the principles of effective communication in palliative care situations | <ul style="list-style-type: none"> The student communicates effectively demonstrating active listening and clarity when interacting with the | <ul style="list-style-type: none"> Multidisciplinary Communication and ethics |

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| | | patient, the family and the interdisciplinary team | |
| | <ul style="list-style-type: none"> The student identifies the members present in the multidisciplinary team and their responsibilities | <ul style="list-style-type: none"> The student collaborates with the members of the interdisciplinary team | |
| 3. Organisation and management | <ul style="list-style-type: none"> The student describes how palliative care is organized in the health care system | <ul style="list-style-type: none"> The student recognises the characteristics and organizational structure of the healthcare center and unit where the placement is developed | <ul style="list-style-type: none"> innovation in palliative care |
| | <ul style="list-style-type: none"> The student identifies the innovation principles that guide the development and implementation of new solutions | <ul style="list-style-type: none"> The student identifies opportunities for innovation and proposes evidence-based strategies to improve palliative care | |
| 4. Patient and family education | <ul style="list-style-type: none"> The student describes the potential educational needs of the individuals and families in palliative care | <ul style="list-style-type: none"> The student identifies the educational needs of the patient and the family | <ul style="list-style-type: none"> Person and family centered care models Communication and ethics |
| | | <ul style="list-style-type: none"> The student provides information to the patient and his/her family according to their needs | |
| 5. Evidence based nursing (EBN), lifelong learning (LLL) and training | <ul style="list-style-type: none"> The student analyses current evidence and research to inform nursing decision-making and best practices in palliative care | <ul style="list-style-type: none"> The student applies current evidence to guide nursing decision-making and deliver best-practice palliative care in clinical settings. | <ul style="list-style-type: none"> Clinical reasoning and evidence based in palliative care |
| 6. Professional behaviour | <ul style="list-style-type: none"> The student identifies the ethical and legal principles related to palliative care | <ul style="list-style-type: none"> The student shows respect, empathy and compassion | <ul style="list-style-type: none"> Communication and ethics |
| | | <ul style="list-style-type: none"> The student applies the ethical and legal principles and professional values from the nursing code of conduct in palliative care The student advocates for the patient at all times | |

Workload of the course (120 hours) divided into:

- 36h simulation prior to the start of clinical placements
- 84h clinical placements



Study (learning) methods: clinical placements and simulations

Assessment method: nursing care plan design, individual reflective activity, self-evaluation

Assessment of the course:

Pass/Fail

The practical component of the course is assessed using a Pass/Fail system. A "Pass" indicates that the student has demonstrated safe, ethical, and competent nursing care in real or simulated palliative care contexts, according to the expected learning outcomes.

To obtain a "Pass", the student must show consistent and satisfactory performance in each of the following competence areas:

1. Providing Palliative Care

The student:

- Collects relevant information and performs a holistic nursing assessment.
- Identifies common symptoms and psychosocial responses in palliative care.
- Formulates nursing diagnoses based on the assessment.
- Designs and implements a personalized care plan, considering patient and family preferences.
- Applies appropriate interventions to ensure comfort (e.g., symptoms and pain management).
- Collaborates with the patient to evaluate outcomes.

2. Communication and Collaboration

The student:

- Communicates effectively with patients, families, and professionals.
- Shows empathy, active listening, and respect.
- Recognizes team members' roles and collaborates within the interdisciplinary team.

3. Organization and Management of Care

The student:

- Understands the structure and workflow of the healthcare setting (hospital, nursing home, etc.).
- Demonstrates time management and prioritization skills.
- Identifies potential improvements or innovative ideas to enhance care.

4. Patient and Family Education

The student:

- Identifies the patient's and family's educational needs.
- Provides information clearly, respectfully, and in a culturally sensitive manner.

5. Evidence-Based Practice and Clinical Reasoning

The student:



- Uses current evidence to support nursing decisions.
- Demonstrates clinical reasoning and critical thinking during care delivery.
- Reflects on actions and decisions to improve practice.

6. Professional Behaviour

The student:

- Acts according to the ethical and legal principles of nursing.
- Shows responsibility, empathy, and respect always.
- Maintains confidentiality and prioritizes patient dignity and safety.
- Advocates for the patient when needed.

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| Module | Module 1 - Simulations (36hours) |
| Content | <i>Basic skills of palliative care</i> |
| Learning outcome | The student is capable to practice the basic skills in palliative care The student applies communication skills in a clinical case resolution |
| Assessment | After completing the course, the student can demonstrate understanding of the basic skills of palliative care including the clinical and communication dimensions and understand and explain its importance. |



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| Work division and content | Simulation | <p>Zone 1 or 2 simulation (36h) Students work within a realistic clinical scenario, with partial guidance, but also space for independent decision-making. The instructor may intervene occasionally as a facilitator if redirection is needed.</p> <p><u>Situation 1 and 2 based on hospital or LTC clinical case scenarios</u></p> <p>Hospital room in a palliative care unit, hospice or long-term care setting (e.g., nursing home).</p> <p>Participants:</p> <ul style="list-style-type: none"> • 2–3 students (in the role of nurses) • 1 patient (actor or high-fidelity simulator) • 1 family member (actor) • 1 observer (optional; acts as clinical tutor or facilitator) <p><u>Situation 3 and 4 based on home case scenarios</u></p> <p>Home visit scenario – the simulation takes place in a recreated home environment (can be a skills lab adapted as a living room/bedroom). Alternatively, it can be set in a community-based palliative care center or a nursing home.</p> <p>Participants:</p> <ul style="list-style-type: none"> • 2 nursing students (acting as community/palliative care nurses) • 1 patient (actor or high-fidelity manikin with voice/audio interaction) • 1 family caregiver (actor: e.g., spouse or sibling) • 1 observer (optional; acts as clinical tutor or facilitator) <p>Communication/ comprehensive and empathy skills (in 6-8 people group) (4 hours) Use the Go Wish Cards to identify the elements that students consider most important, such as comfort, the presence of loved ones, control over decisions, or spiritual meaning. To facilitate the expression of their values and perceptions, and to promote the understanding of the diversity of perspectives that may influence end-of-life care</p> <p>Traditional Chinese Medicine Workshop (4 hours) massage, traditional Chinese medicine hot compress, cupping therapy, and the Eight-Section Brocade traditional health exercise</p> |
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| Module | Module 1 - Simulations (36hours) | |
| | | <p>Support for professional caregivers Workshop (4 hours) Relaxation therapy practices, including meditation exercises and music relaxation therapy.</p> <p>Virtual Practice Workshop (10 hours) Pain Assessment and Communication Case Analysis, Role Play Dyspnea Management, Case Analysis Ethical conflict analysis (e.g., family members requesting to conceal the illness) Simulated family meeting, role-playing</p> <p>Psychotherapy practice (6 hours): Personal story sharing session (life review therapy), group scenario simulation, mindfulness (music relaxation training, meditation practice) #Personal Growth Story Sharing Session Students sit in a circle. Each student share a growth story they have encountered in their studies or life in turns, including the difficulties they faced, how they dealt with them, and the insights they gained. The other students listen attentively. After the sharing, they can ask questions or share their similar experiences to promote mutual understanding and resonance.</p> <p>Group discussion (4 hours)</p> <ul style="list-style-type: none"> - How to balance the patient's autonomy and the family's wishes (for example, if the patient wants to pass away at home but the family is worried about being unable to take care of them). - "When patient comfort conflicts with medical norms, how to choose?" (For example, patients in the advanced stage refuse to have a gastric tube indwelled.) <p>Role play (4 hours)</p> <ul style="list-style-type: none"> - Bad news communication - The daughter requested to hide her illness, but the patient asked repeatedly |

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| Module | Module 2 - Clinical Placements (84h) |
| Content | The student carries out a clinical placement in a clinical setting (hospital, nursing home, care home...) |
| Learning outcome | After completing the course, the student can demonstrate gained knowledge, skills and attitudes towards providing care to individuals requiring palliative care, collaborating with their families and other healthcare professionals |
| Assessment | Evaluation conducted by nurses and healthcare professionals at the placement centers, along with academic assessment by the university based on the assignments submitted by the student. |



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| Work division | Clinical Placements in a healthcare setting that provide care to patients in need of palliative care - 72h | <p>Students can apply their knowledge, skills and attitudes related to palliative care under the supervision of a clinical tutor and an academic tutor.</p> <p>At the end of the placement, the clinical tutor will assess the student based on the assessment criteria provided by the academic tutor.</p> |
| | Assignments (Individual) - 12h | <ol style="list-style-type: none"> 1. Placement context document: the student should describe the location of the placement center, the unit where they are placed, the type of patients, and the healthcare team working in the unit. 2. Selection of a patient and care plan development: the student should create a nursing care plan based on one of the theoretical models presented during the theory course. 3. Personal reflection: the student should reflect on one or two situations encountered during the placement that had a personal or emotional impact. 4. Final evaluation of the placement experience: the student should assess their clinical placement, highlighting what they liked, what they didn't, and what they would change or improve. |

3.2.3. Practice course for BHU

Course general objective:

At the completion of the course the student will be able to apply the knowledge, skills and attitudes related to palliative care at the level of EQF6.



| Competences | Learning outcomes for theory course | Learning outcomes for practise course | Contents |
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| 1. Providing palliative care | <ul style="list-style-type: none"> The student is capable of reflecting on the basic concepts of palliative care from nursing and patient and family centered models of care and considering traditional Chinese medicine | | <ul style="list-style-type: none"> Basic concepts of palliative care Person and family centered care models |
| | <ul style="list-style-type: none"> The student identifies the relevant information of the person, the family and its context required to perform a nursing assessment The student identifies the more common signs and symptoms in palliative care The student identifies the psychosocial responses to loss and death, demonstrating understanding of evidence-based approaches to supporting individuals and families | <ul style="list-style-type: none"> The student performs a holistic nursing assessment of the person, family and its context The student identifies the nursing diagnosis based on the assessment performed | <ul style="list-style-type: none"> Nursing assessment, diagnosis, care plan, symptom management, and pain management in palliative care |
| | <ul style="list-style-type: none"> The student is capable of designing a personalized care plan for the patient including outcomes and nursing interventions The student describes the interventions that ensure comfort and well-being for patients in complex and/or end of life situations such as symptom management or pain management | <ul style="list-style-type: none"> The student develops personalized care plans in agreement with the patient's and family's values and preferences in collaboration with the interdisciplinary team The student prioritizes and implements the interventions that ensure comfort and well-being for patients in complex and/or end of life situations in agreement with the patient | |
| | <ul style="list-style-type: none"> The student describes the indicators that allow measuring the level of achievement of the outcomes after the nursing interventions | <ul style="list-style-type: none"> The student assesses with the patient the outcomes achieved during and/or after the performance of nursing interventions | |

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| 2. Communication and collaboration | <ul style="list-style-type: none"> The student demonstrates understanding the principles of effective communication in palliative care situations | <ul style="list-style-type: none"> The student communicates effectively demonstrating active listening and clarity when interacting with the patient, the family and the interdisciplinary team | <ul style="list-style-type: none"> Multidisciplinary Communication and ethics |
| | <ul style="list-style-type: none"> The student identifies the members present in the multidisciplinary team and their responsibilities | <ul style="list-style-type: none"> The student collaborates with the members of the interdisciplinary team | |
| 3. Organisation and management | <ul style="list-style-type: none"> The student describes how palliative care is organized in the health care system | <ul style="list-style-type: none"> The student recognises the characteristics and organizational structure of the healthcare center and unit where the placement is developed | <ul style="list-style-type: none"> innovation in palliative care |
| | <ul style="list-style-type: none"> The student identifies the innovation principles that guide the development and implementation of new solutions | <ul style="list-style-type: none"> The student identifies opportunities for innovation and proposes evidence-based strategies to improve palliative care | |
| 4. Patient and family education | <ul style="list-style-type: none"> The student describes the potential educational needs of the individuals and families in palliative care | <ul style="list-style-type: none"> The student identifies the educational needs of the patient and the family The student provides information to the patient and his/her family according to their needs | <ul style="list-style-type: none"> Person and family centered care models Communication and ethics |
| 5. Evidence based nursing (EBN), lifelong learning (LLL) and training | <ul style="list-style-type: none"> The student analyses current evidence and research to inform nursing decision-making and best practices in palliative care | <ul style="list-style-type: none"> The student applies current evidence to guide nursing decision-making and deliver best-practice palliative care in clinical settings. | <ul style="list-style-type: none"> Clinical reasoning and evidence based in palliative care |
| 6. Professional behaviour | <ul style="list-style-type: none"> The student identifies the ethical and legal principles related to palliative care | <ul style="list-style-type: none"> The student shows respect, empathy and compassion The student applies the ethical and legal principles and professional values from the nursing code of conduct in palliative care The students advocates for the patient at all times | <ul style="list-style-type: none"> Communication and ethics |

Workload of the course (120 hours) divided into:

- 80 hours simulation prior to the start of clinical placements
- 40 hours clinical placements

Study (learning) methods: simulations, workshop and clinical placements

Assessment method: nursing care plan design, individual reflective activity, self-evaluation

Assessment of the course:

Pass/Fail

The practical component of the course is assessed using a Pass/Fail system. A "Pass" indicates that the student has demonstrated safe, ethical, and competent nursing care in real or simulated palliative care contexts, according to the expected learning outcomes.

To obtain a "Pass", the student must show consistent and satisfactory performance in each of the following competence areas:

1. Providing Palliative Care

The student:

- Collects relevant information and performs a holistic nursing assessment.
- Identifies common symptoms and psychosocial responses in palliative care.
- Formulates nursing diagnoses based on the assessment.
- Designs and implements a personalized care plan, considering patient and family preferences.
- Applies appropriate interventions to ensure comfort (e.g., symptom and pain management).
- Collaborates with the patient to evaluate outcomes.

2. Communication and Collaboration

The student:

- Communicates effectively with patients, families, and professionals.
- Shows empathy, active listening, and respect.
- Identifies and collaborates with the members present in the multidisciplinary team

3. Organization and Management of Care

The student:

- Understands the structure and workflow of the healthcare setting (hospital, nursing home, etc.).
- Demonstrates time management.

4. Patient and Family Education

The student:

- Identifies the patient's and family's educational needs.
- Provides information clearly, respectfully, and in a culturally sensitive manner.



5. Evidence-Based Practice and Clinical Reasoning

The student:

- Uses current evidence to support nursing decisions.
- Demonstrates clinical reasoning and critical thinking during care delivery.
- Reflects on actions and decisions to improve practice.

6. Professional Behaviour

The student:

- Acts according to the ethical and legal principles of nursing.
- Shows responsibility, empathy, and respect always.
- Maintains confidentiality and prioritizes patient dignity and safety.

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| Module | Module 1 - Simulations (80 hours) |
| Content | Basic skills of palliative care |
| Learning outcome | The student is capable of practicing the basic skills in palliative care The student applies communication skills in a clinical case resolution |
| Assessment | After completing the course, the student can demonstrate understanding of the basic skills of palliative care including the clinical and communication dimensions and understand and explain its importance |
| Work division and content | |



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| <p>Zone 1 (22h) Simulation of common symptom management scenarios:</p> <p>Situation 1 Pain</p> <p>Situation 2 Dyspnea</p> <p>Situation 3 Abdominal Distension Diarrhea, Constipation</p> <p>Situation 4 Anorexia/Cachexi, Nausea, Vomiting</p> | <p>Zone 1 Simulation on common symptom management scenarios</p> <p>- Simulation (Case study) (10h) - Group work (4h) - Individual study (8h)</p> | <p>Zone 1 (22h)</p> <p>Simulation of common symptom management scenarios:</p> <p>Situation 1 and 2 is based on Hospital room in a palliative care unit, hospice or long-term care setting (e.g., nursing home). Student practical session in small groups (in groups of 5–6 people) at the training center.</p> <p>Students work within a realistic clinical scenario, with partial guidance, but also space for independent decision-making. The instructor may intervene occasionally as a facilitator if redirection is needed. Each student is required to submit a lab report after class.</p> <p>Participants:</p> <ul style="list-style-type: none"> • 2-3 students (in the role of nurses) • 1 patient (actor or high-fidelity simulator) • 1 family member (actor) 1 observer (optional; acts as clinical tutor or facilitator) <p>Situation 3 and 4 based on home case scenarios</p> <p>Home visit scenario – the simulation takes place in a recreated home environment (can be a skills lab adapted as a living room/bedroom). Alternatively, it can be set in a community-based palliative care centre or a nursing home.</p> <p>Participants:</p> <ul style="list-style-type: none"> • 2 nursing students (acting as community/palliative care nurses) • 1 patient (actor or high-fidelity manikin with voice/audio interaction) • 1 family caregiver (actor: e.g., spouse or sibling) • 1-2 observer (optional; acts as clinical tutor or facilitator) |
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| <p>Zone 2 (28h) Demonstrate and practice in the lab</p> <p>Comfortable nursing in Traditional Chinese Medicine:</p> <p>Situation 5 Moxibustion</p> <p>Situation 6 Acupoint Massage auricular acupoint sticking</p> <p>Situation 7 Traditional Chinese medicine hot compress, Aromatherapy</p> | <p>Zone 2 Demonstrate and practice in the lab</p> <p>- Simulation (12h) - Group work (8h) - Individual study (8h)</p> | <p>Zone 2 (28h)</p> <p>Comfortable nursing in Traditional Chinese Medicine</p> <p>Situation 5-7 is based on home case scenarios. The teacher demonstrates the operation method and precautions first. Student practical session in small groups (5-6 people) at the training center. Teachers provide guidance. Each student is required to submit a lab report after class.</p> <p>Participants:</p> <ul style="list-style-type: none"> • 2 nursing students (acting as community/palliative care nurses) • 1 patient (actor or high-fidelity manikin with voice/audio interaction) • 1 family caregiver (actor: e.g., spouse or sibling) • 1-2observer (optional; acts as clinical tutor or facilitator) |
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| <p>Zone 3 (30h) Palliative care communication and ethics</p> <p>Situation 8 Communication/ comprehensive and empathy skills</p> <p>Situation 9 Bereavement Counseling</p> <p>Situation 10 Palliative care communication Workshop: How to balance the patient's autonomy and the family's wishes</p> | <p>Zone 3</p> <ul style="list-style-type: none"> - Workshop (12h) - Group work (10h) - Individual study (8h) | <p>Zone 3 workshop (30h)</p> <p>Palliative care communication and Ethics</p> <p>Situation 8. Use the Go Wish Cards to identify the elements that students consider most important, such as comfort, the presence of loved ones, control over decisions, or spiritual meaning. To facilitate the expression of their values and perceptions, and to promote the understanding of the diversity of perspectives that may influence end-of-life care.</p> <p>Situation 9-10. Based on Hospital room in a palliative care unit, hospice or long-term care setting (e.g., nursing home). Students discuss in small groups (in groups of 5-6 people According to the discussion ethical and bereavement counseling cases provided by the teacher, each group chooses one topic, for example:</p> <ul style="list-style-type: none"> - How to balance the patient's autonomy and the family's wishes (for example, if the patient wants to pass away at home but the family is worried about being unable to take care of them). - "When patient comfort conflicts with medical norms, how to choose?" (for example, patients in the advanced stage refuse to have a gastric tube indwelled.) <p>The group formed the report materials after consulting the literature and discussing. After one group reported, the other groups commented, and finally the teacher summarized. After class, the group submits the conversation record and improvement measures.</p> |
| <p>Zone 4 (4h) Psychotherapy practice</p> <p>Situation 11 Personal Growth Story Sharing Session</p> <p>Situation 12 Support for professional caregivers Workshop</p> | <p>Zone 4</p> <ul style="list-style-type: none"> - Workshop (4h) | <p>Zone 4 Psychotherapy practice (4h)</p> <p>Situation 11 Personal Growth Story Sharing Session (2h) Students sit in a circle. Each student shares a growth story they have encountered in their studies or life in turns, including the difficulties they faced, how they dealt with them, and the insights they gained. The other students listen attentively. After the sharing, they can ask questions or share their similar experiences to promote mutual understanding and resonance.</p> <p>Situation 12 Support for professional caregivers Workshop (2h) Relaxation therapy practices, including meditation exercises and music relaxation therapy. The teacher demonstrates the operation method and precautions first. Student practical session.</p> |

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| Module | Module 2 and 3 - Clinical Placements (40h) |
| Content | <i>The student carries out a clinical placement in a clinical setting (hospital, nursing home, care home...)</i> |
| Learning outcome | After completing the course, the student can demonstrate gained knowledge, skills and attitudes towards providing care to individuals requiring palliative care, collaborating with their families and other healthcare professionals |
| Assessment | Evaluation conducted by nurses and healthcare professionals at the placement centers, along with academic assessment by the university based on the assignments submitted by the student. |



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| Work division | <p>Clinical Placements in a healthcare setting that provide care to patients in need of palliative care - 40h</p> <p>Module 1 Communication, innovation and ethics (10h)</p> <p>Module 2 Person and family-centred care models (10h)</p> <p>Module 3 Palliative care basics (16h)</p> <p>Final evaluation of the placement experience (4h)</p> | <p>Students can apply their knowledge, skills and attitudes related to palliative care under the supervision of a clinical tutor and an academic tutor.</p> <p>Students go to the clinical placement in small groups (in groups of 2-3 people).</p> <p>At the end of the placement, the clinical tutor will assess the student based on the assessment criteria provided by the academic tutor.</p> <p><u>Module 1 Communication, innovation and ethics (10h)</u></p> <p>Observing palliative care services with the nurse (8h).</p> <p>Assignment: Individual reflective diary (2h).</p> <p>The student should describe the environment of the placement center, the unit where they are placed, the type of patients, and the healthcare team working in the unit.</p> <p><u>Module 2 Person and family-centred care models (10h)</u></p> <p>Assessing the psychological characteristics, social, and spiritual support needs of terminally ill patients, and review the literature to develop psychological, social, and spiritual support strategies for the patient (3h).</p> <p>Understanding the needs of informal caregivers, each group reviewed literature and discussed formulating support measures for informal caregivers (3h).</p> <p>Assignment: Individual nursing care plan (4h).</p> <p>The student should create a nursing care plan based on one of the theoretical models presented during the theory course.</p> <p><u>Module 3 Palliative care basics (20h)</u></p> <p>Situation 1 Symptom management (6h)</p> <p>Under the guidance of nurses, students provide care according to the patient's condition, Alleviate symptoms such as pain, difficulty breathing. abdominal distension, diarrhea, constipation, anorexia/cachexia, nausea, and vomiting...Assess patients, refine measures, and implement them.</p> <p>Situation 2 Comfortable management (6h)</p> |
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| | | <p>Use under the guidance of nurses according to the specific condition of patients, use of traditional Chinese medicine nursing methods to promote patient comfort such as moxibustion, acupoint massage, auricular acupoint sticking, traditional Chinese medicine hot compress, aromatherapy. Assess patients, refine measures, and implement them.</p> <p>Assignment: Individual nursing care plan (4h)</p> <p>The student should create a nursing care plan based on one of the theoretical models presented during the theory course.</p> <p>Final evaluation of the placement experience (4h)</p> <p>The student should assess their clinical placement, highlighting what they liked, what they didn't, and what they would change or improve.</p> |
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