



HEALTHCARE SCIENCE

COURSE: 25.561 Nursing Essentials

UNIT: 26.3 End of Life Care



INTRODUCTION

Annotation:

In this unit students will be introduced to the main issues involved in healthcare as it relates to End of Life Care and Postmortem Care.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time:

Two to three 50 minute periods

Author:

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Additional Author(s):

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

HS-NE- 12:

Basic Nursing Assistant Skills” The student will perform basic nursing skills within the scope of practice for a nursing assistant while maintaining resident/patient/client rights. Beginning and ending procedures will be performed with all resident/patient/client care.

HS-NE-12-i:

Demonstrate the care of the resident when death is imminent and post-mortem care

GPS Academic Standards:

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

- That special care is required when death is imminent.
- Do not resuscitate orders must be followed
- Care considerations of family of dying patient
- Care of body after death

Essential Questions:

- What is the nursing assistant's role in end of life care?
- What are the principles of hospice care?
- How do Advance Directives affect the nursing assistant's care?
- What is the nursing assistant's role in post-mortem care?

Knowledge from this Unit:

- Stages of grief and how to relate to patient's during each stage
- Signs of imminent death and death
- Maintaining resident/patient/client rights in end of life care and death
- Skills for postmortem care

Skills from this Unit:

- Perform all required beginning and ending procedures when giving end of life care & post –mortem care
- Verbalize the five stages of dying (Elizabeth Kubler-Ross identified five stages that a dying patient experiences when informed of their terminal prognosis.)



ASSESSMENT(S)

Assessment Method Type:

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☐ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☒ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

End of Life Care and Postmortem Care Test

Assessment(s) Description/Directions:

See description/directions under sequence of instructional learning options

Attachments for Assessment(s):

- Song Lyrics (optional)...
- End of Life Care Worksheet
- Funeral Home Summary Sheet
- Guest Speaker Summary Sheet (Can be used with all guest speakers on any topic)



LEARNING EXPERIENCES

Sequence of Instruction

1. **Identify the Standards.** Standards should be posted in the classroom for each lesson.
2. **Review Essential Questions.**
3. **Identify and review the unit vocabulary.**
4. **Assessment Activity.**

Learning Activities:

1. Describe the five stages of grief

The stages Kubler-Ross identified are:

- **Denial** (this isn't *happening* to me!)
- **Anger** (why is this happening to *me*?)
- **Bargaining** (I promise I'll be a better person *if*...)
- **Depression** (I don't *care* anymore)
- **Acceptance** (*I'm ready* for whatever comes)

2. Explain how to meet the needs of the dying person and family

3. Explain hospice care

4. Explain what is meant by a "Do Not Resuscitate" order

5. Identify the signs of approaching death and the signs of death

6. Review facility post-mortem care procedure

- A. Discuss the 5 stages of grief after completing accompanying worksheets

Options:

1. Introduction by Song:

- Search the internet for song lyrics to songs such as Live Like You Were Dying by Tim McGraw and Sara Beth by Rascal Flatts and make copies for each student

- After playing one or both songs in class, have students identify in the lyrics, stages they identify as defined by Elisabeth Kubler-Ross
- 2. Guest Speaker from American Cancer Society/etc or Hospice would be beneficial
- 3. Field Trip to Funeral Home (Some funeral homes will discuss care of the body and preparation. Some will show the students the preparation room. Funeral Directors are eager to discuss the careers options in their field.) See attached Funeral Home Summary Sheet
- B. Assign reading material and worksheets according the text
- C. Discuss material
- D. Do post-mortem simulation by dividing students into groups of 2-4.
- E. Administer written test

Student:

- Complete all worksheets/vocabulary/reading assigned by instructor
- Complete any resource materials or activities chosen by the instructor
- Contribute to class discussions on the topic
- Complete skill portions of this unit (Giving Postmortem Care)
- Take written test

Attachments for Learning Experiences:

Notes & Reflections:



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

- Ethical and Legal Responsibilities
- Post-mortem care (simulation)

Culminating Unit Performance Task Description/Directions/Differentiated

- Acquire a shroud kit/ post-mortem bag/ cadaver bag/ or improvise with sheets and follow manufacturers directions for their product.

Attachments for Culminating Performance Task

- Use rubric or skill check off sheet supplied by your text book for simulation or follow manufacturer of shroud kit directions.



UNIT RESOURCES

Web Resources:

- 5 Stages of Grief and Loss: From the book [On Death and Dying](#) by Elisabeth Kubler –Ross
- <http://endoflifecare.tripod.com/caregiving> See article entitled: When Death Nears...Signs and Symptoms
- Search Web site for song lyrics (optional)

Attachment(s):

Materials & Equipment:

- Manikin
- Multi-media: Computer/TV/VCR/CD player....
- Shroud Kit or supplies to improvise
- Text
- Video (samples: Advance Directives; Death and Dying; Hospice)
- Worksheets and check off/skills sheets

Supporting Documents:

- End of Life Care Worksheet doc.
- Funeral Home Summary Sheet doc. (Use if a field trip is taken to local funeral home)
- Guest Speaker Summary (Use if guest speaker is used)
- Written Test with Answer Sheet and Answer Key

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		