



## END OF LIFE CARE

### Learning Objectives:

Using knowledge about end of life in the continuum in long term care settings, the student will be able to:

1. Explain the physiological manifestations of imminent death.
2. Dispel myths about issues related to older adults and dying.
3. Describe different types of grief.
4. Identify and discuss the needs of the dying and appropriate interventions that can lead to a 'good death.'
5. Understand and value the role of the nurse in the dying process.
6. Contrast several psychosocial, emotional, spiritual, and cultural issues that may affect end-of-life care.
7. Identify and be conscious of your own feelings and perceptions related to death and dying.

### Student Preparation:

1. Egan, K. & Arnold, R. (2003). Grief and bereavement care. *American Journal of Nursing*, 103(9), 42-52.
2. Sheehan, D., & Schirm, V. (2003). End-of-Life care of older adults. *American Journal of Nursing*, 103(11), 48-59.
3. Pitorak, E. (2003). Care at the time of death. *American Journal of Nursing*, 103(7), 42-54.
4. On Our Own Terms: Moyer's on Dying—End of Life Tools (under "Patient Tools" click on "self assessment of your beliefs about death and dying" and under "Community Tools" click on "how to be with a dying person") <http://www.pbs.org/wnet/onourown/terms/tools/> Explore this website a little more for resources that you might want to bookmark.

### Student Activities:

1. Investigate and evaluate how the nursing home provides for palliative care and hospice care for residents.



UNIVERSITY OF MINNESOTA

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For additional *Quick and Easy* tips, visit:

<http://www.nursing.umn.edu/Hartford/ClinicalTeachinginNursingHomes/ClinicalTeachingResources/index.htm>