# **Guided Lecture Notes, Chapter 26, Caring for People Who Are Terminally Ill**

Learning Objective 1. Define the term *terminal illness* and give examples of specific illnesses that are considered terminal. (Refer to PowerPoint slide 2.)

### Explain the term terminal illness. Ask the students to list the specific illnesses that are considered terminal. Write the students’ responses on a flip chart.

### Discuss how health care workers should be aware of the power of listening and touch when caring for people who are dying. Remind students of the communication techniques that were covered in Chapter 5. Review tactics that enhance communication and techniques for encouraging people to talk.

### Have learners refer to learning activities located at the end of the chapter.

Learning Objective 2. List the stages of grief and discuss their effects on a person with terminal illness. (Refer to PowerPoint slides 3 to 13, 15, 19, 20.)

### List the stages of grief and describe how they affect the terminally ill person’s behavior.

### Analyze the role of the nursing assistant at every stage.

### Have learners refer to learning activities located at the end of the chapter.

Learning Objective 3. Describe the effects of a terminal illness on the person’s family. (Refer to PowerPoint slide 16.)

### Describe how terminal illness affects the patient’s or resident’s family as they prepare for their loss.

### Have learners refer to learning activities located at the end of the chapter.

Learning Objective 4. Describe care concerns when providing for the needs of a person with a terminal illness. (Refer to PowerPoint slide 14, 17, 18.)

### Discuss the power of hope and how nursing assistants can realistically support this for both the terminally ill person and their family members.

### Have learners refer to learning activities located at the end of the chapter.

Learning Objective 5. Define the terms *supportive care* and *palliative care* and explain how these types of care can be used to maintain a person’s quality of life during the end-of-life period. (Refer to PowerPoint slides 21 to 23, 25 to 27, 34, 35.)

* Explain the term supportive care and palliative care and discuss ways a terminally ill person can specify end-of-life care.

### Define the term will and explain what witnessing a will entails. Explain the term benefactor. List the responsibilities of a nursing assistant if a patient or resident expresses a desire to make a will.

### Have copies of the standard living will forms available to show students. Invite a patient/resident representative from a local health care facility to speak to the class about advance directives.

### Differentiate between supportive care and life-sustaining treatments. Discuss the right of a terminally ill patient to select between the two.

### Give examples of supportive care treatments and life-sustaining treatments.

### Explain to the class what a no-code or do-not-resuscitate (DNR) order means. State its importance with regard to the resident’s or patient’s end-of-life wishes.

### Have learners refer to learning activities located at the end of the chapter.

Learning Objective 6. Discuss the role of hospice in the care of a person with a terminal illness. (Refer to PowerPoint slides 28 to 33.)

### Discuss with the class the mission of hospice organizations and describe the members of the health care team who provide hospice care.

### Describe the focus of palliative care and list examples of palliative treatment.

### Have learners refer to learning activities located at the end of the chapter.

Learning Objective 7. Explain how caring for terminally ill people can affect the nursing assistant. (Refer to PowerPoint slides 36 to 39.)

### Explain that to become emotionally secure enough to be supportive of a terminally ill person and their family members, health care workers need to explore their own feelings and emotions regarding death and dying.

### Ask students to share their personal experiences with terminal illness and/or death and dying.

### Discuss how caring for a terminally ill person affects the nursing assistant. Explain that caregivers also go through the stages of grief when they learn that a patient or resident is terminally ill or dying.

### List the steps a nursing assistant can take to deal with unresolved feelings and fears regarding death and dying.

### Have the students think of times they experienced grief or sadness on behalf of someone close to them. Also have them discuss the effects a patient’s or resident’s terminal illness may have on a nursing assistant.

### Have learners refer to learning activities located at the end of the chapter.