

# Project 5

## *Job Seeking and Emloyability Skills*

### 1. PROJECT CONNECTION

- ▶ Teaching Components; Project Summary; Instructional Focus; Rigor/Relevance Framework/Project SPS

### 2. PRE-READING CONNECTION

- ▶ What is Hospice Care?

### 3. READING CONNECTION

- ▶ What is Hospice Care?

### 4. WRITING CONNECTION

- ▶ What is Hospice Care?

### 5. PRESENTATION CONNECTION

- ▶ "Health Careers Galore"

### 6. RESEARCH AND SCIENCE CONNECTION

- ▶ "Scientific Careers"

## PROJECT CONNECTION

<b>Title:</b>	Job Seeking & Employability Skills
<b>Program Area:</b>	Health Science
<b>Course Title:</b>	Medical Skills & Services
<b>Timeline for Use:</b>	
<b>Grade Level:</b>	9-10
<b>Duration of Project:</b>	10 ½ hours
<b>Submitted By:</b>	Alisha Kellett & Stacey Bohaczyk

### Essential Question:

What do I want to be when I grow up and how do I get there?

### Lesson Summary

Allows students to explore health care careers, present their findings, complete a job application, and participate in a “mock” interview.

### Instructional Focus

<b>Lesson Topic:</b>	Employability & Job Seeking Skills
<b>Language Arts Strands:</b>	Information and Media Literacy; Reading Process; Writing Process
<b>Math Strands:</b>	N/A
<b>Science Strands:</b>	Nature of Science

### Rigor/Relevance Framework

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Evaluation	6
Synthesis	5
Analysis	4
Application	3
Comprehension	2
Awareness	1

	<p style="font-weight: bold; font-size: 1.2em;">C</p> <p>Assimilation</p>	<p style="font-weight: bold; font-size: 1.2em;">D</p> <p><b>Adaptation</b></p>
	<p style="font-weight: bold; font-size: 1.2em;">A</p> <p>Acquisition</p>	<p style="font-weight: bold; font-size: 1.2em;">B</p> <p>Application</p>
1	2	3
4	5	

Knowledge in one discipline	Apply in discipline	Apply across disciplines	Apply to real world predictable situations	Apply to real world unpredictable situations
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**PROJECT CONNECTION (continued)****Bibliography****Learning Targets:****Knowledge: Read Chapter in Text**

Define Key Terms and Abbreviations.

Identify key components in applying for a job.

Demonstrate proper spelling and grammar rules on all written documents.

**Reasoning:**

Compare and contrast the requirements of an employee and an employer for a specific job.

Analyze answers for sample interview questions.

**Skill:**

Complete a letter of application and resume.

Complete a sample job application.

**Product:**

Participate in a mock interview.

Prepare a resume/data sheet.

Career research project presentation.

## PRE-READING CONNECTION

<b>Title:</b>	<b>What is Hospice Care?</b>
<b>Performance Tasks:</b>	<p>03.03 List at least 3 types of services provided by the following career clusters:</p> <ol style="list-style-type: none"> <li>Nursing Services</li> <li>Dental Auxiliary</li> <li>Medical Office</li> <li>Health Care Information Technology</li> <li>Emergency Medical Services</li> <li>Diagnostic Services</li> <li>Therapeutic Services</li> <li>Supportive Services</li> <li>Vision Care Services</li> <li>Other Health Care Services</li> </ol> <p>03.05 Identify services provided by other health care agencies.</p>
<b>Sunshine State Standards (LA, MA, and SC):</b>  <b>NEW STANDARD:</b>	<p><b>(LA.B.1.4)</b> selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines.</p> <p><b>(LA.A.2.4)</b> synthesizes information from multiple sources to draw conclusions.</p> <p><b>LA.910.3.1.1</b> generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;</p> <p><b>LA.910.6.2.2</b> [The student will] organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations</p>
<b>Essential Skills (e, m, and s):</b>	<b>e03</b> Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.
<b>Rigor and Relevance (quadrant):</b>	B - Application
<b>Instructions to Teacher:</b> Hand out one copy of the Cloze Activity reading. Do NOT hand out the article. The students are to use context clues and prior knowledge to write what they think may be correct. Collect completed papers.	
<b>Instructions to Students:</b> Use your prior knowledge about Hospice care to answer the questions. Turn in the completed paper to your teacher.	
<b>Instructions for Learning Styles Modifications:</b> Partners	
<b>Assessment for Activity:</b> Completion of activity	
<b>Approximate Length of Time for Activity:</b> 15 minutes	
<b>Materials Needed:</b> Copy of the Cloze Activity questions, pencil/pen	
<b>Resources Needed:</b> None	
<b>Activity:</b> Student is to complete the Cloze Activity using prior knowledge and context clues.	
<b>Attachments:</b> Cloze Activity questions	

Cloze Outline: What Is Hospice Care?

1. Overview:

- A. Hospice provides \_\_\_\_\_.
- B. The Hospice philosophy \_\_\_\_\_.
- C. Hospice emphasizes \_\_\_\_\_ of life rather than \_\_\_\_\_ of life.
- D. When to start Hospice care is decided by \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ when \_\_\_\_\_.
- E. Services:
  - a. The 8 members of the Hospice team are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
  - b. The palliative care they provide is aimed at \_\_\_\_\_.

2. Care:

- A. The objective of pain management is \_\_\_\_\_.
- \_\_\_\_\_ . Patients need to be alert enough to make decisions because \_\_\_\_\_.
- B. Spiritual care may include \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- C. Name 4 different places Hospice care can be given.
  - 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
  - 4. \_\_\_\_\_
- D. Define bereavement. \_\_\_\_\_
- E. Respite care benefits \_\_\_\_\_. They can get a rest from the daily job of caring for the patient.
- F. Hospice staff members need to have certain qualities in order to

deal with death on a daily basis. Name 4 qualities that they need.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

G. Why would working for Hospice be a highly stressful job? \_\_\_\_\_

3. Hospice Settings:

A. In the home-care setting, \_\_\_\_\_ is usually the primary caregiver. To handle crises, Hospice provides \_\_\_\_\_ to make home visits.

B. In hospital settings, arrangements for support and health care programs are made by \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

C. Long Term Care Facilities use \_\_\_\_\_ or \_\_\_\_\_ to provide care for hospice patients. This is a good option for patients that do not have \_\_\_\_\_.

D. Independently owned hospice facilities feature \_\_\_\_\_ care as well as \_\_\_\_\_ hospice services.

## Cloze Outline: What Is Hospice Care?

**KEY**

## 1. Overview:

- A. Hospice provides humane and compassionate care for people in the last phases of incurable diseases so they may live as fully and comfortably as possible.
- B. The Hospice philosophy recognizes death as the final stage of life and seeks to keep patients alert and pain-free so their last days may be spent with dignity and quality.
- C. Hospice emphasizes quality of life rather than length of life.
- D. When to start Hospice care is decided by the patient \_\_\_\_\_, family \_\_\_\_\_, and doctors \_\_\_\_\_ when the patient can no longer benefit for curative treatment and has less than 6 months to live.
- E. Services:
- a. The 8 members of the Hospice team are physicians \_\_\_\_\_, nurses \_\_\_\_\_, social workers \_\_\_\_\_, counselors \_\_\_\_\_, hospice-certified nursing assistants, clergy \_\_\_\_\_, therapists \_\_\_\_\_, and volunteers.
  - b. The palliative care they provide is aimed at relieving symptoms and providing social, emotional, and spiritual support.

## 2. Care:

- A. The objective of pain management is to help patients be comfortable. Patients need to be alert enough to make decisions because it helps them to continue to feel they are important.
- B. Spiritual care may include helping the patient understand the meaning of death, saying good-bye, and performing religious ceremonies or rituals.
- C. Name 4 different places Hospice care can be given.
1. Hospitals
  2. Home
  3. Extended-Care Facilities
  4. Hospice Inpatient Facilities
- D. Define bereavement. Time of mourning following a loss.
- E. Respite care benefits caregivers. They can get a rest from the daily job of caring for the patient.

F. Hospice staff members need to have certain qualities in order to deal with death on a daily basis. Name 4 qualities that they need.

1. Empathy
2. Good communication skills
3. Good listening skills
4. Interested in working with people having life-threatening diseases

G. Why would working for Hospice be a highly stressful job? Every patient you treat has a terminal illness

3. Hospice Settings:

- A. In the home-care setting, a family member is usually the primary caregiver. To handle crises, Hospice provides nurses to make home visits.
- B. In hospital settings, arrangements for support and health care programs are made by special hospice units, hospice teams of caregivers, and staff of the patient's unit.
- C. Long Term Care Facilities use specially trained nursing staff, home health agencies, or community based hospices to provide care for hospice patients. This is a good option for patients that do not have primary care givers.
- D. Independently owned hospice facilities feature inpatient care as well home care hospice services.

## READING CONNECTION

<b>Title:</b>	<b>What Is Hospice Care?</b>
<b>Performance Tasks:</b>	<p>03.01 Identify services provided by other health care agencies.</p> <p>03.02 Identify services provided by other health care agencies.</p> <p>03.03 List at least 3 types of services provided by the following career clusters:</p> <ul style="list-style-type: none"> <li>a. Nursing Services</li> <li>b. Dental Auxiliary</li> <li>c. Medical Office</li> <li>d. Health Care Information Technology</li> <li>e. Emergency Medical Services</li> <li>f. Diagnostic Services</li> <li>g. Therapeutic Services</li> <li>h. Supportive Services</li> <li>i. Vision Care Services</li> <li>j. Other Health Care Services</li> </ul> <p>03.04 List at least two occupations for each cluster.</p> <p>03.05 Identify services provided by other health care agencies.</p>
<b>Sunshine State Standards (LA, MA, and SC):</b>	<p><b>LA.A1.4.3</b> refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.;</p> <p><b>LA.A1.4.4</b> applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.</p> <p><b>LA.A 2.4.4</b> locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.;</p> <p><b>LA.910.1.6</b> The student uses multiple strategies to develop grade appropriate vocabulary</p> <p><b>LA.910.1.6.1</b> The student will use new vocabulary that is introduced and taught directly.</p> <p><b>LA.910.1.6.5</b> The student will relate new vocabulary to familiar words.</p> <p><b>LA.910.1.6.6</b> The student will distinguish denotative and connotative meanings of words.</p> <p><b>LA.910.6.1</b> The student comprehends the wide array of informational text that is part of our day to day experiences</p>
<b>NEW STANDARD:</b>	
<b>Essential Skills (e, m, and s):</b>	<p><b>e09</b> Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter sound relationships, and word histories.;</p> <p><b>e49</b> Read for main idea first and then read for detail.;</p> <p><b>e30</b> Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc.</p>
<b>Rigor and Relevance (quadrant):</b>	<b>B – Application</b>

**Instructions to Teacher:** Pass out copies of the article “What is Hospice Care?” Students are to read the article. After the students read the article, pass out copies of the Cloze Activity questions. Students are to complete the questions using information from the text. Collect the completed activity. Return the pre-reading Cloze Activity questions to the students. Read the correct answers aloud. Have the students compare the correct answers to the answers they had in the pre-reading activity. Have the students compare and discuss both sets of answers.

Classes can check out how this issue impacts our local community with *The Daytona Beach News-Journal's Newspapers in Education* website <http://www.nieworld.com/cc/cte/default.htm>.

**Instructions to Students:** Read the article “What is Hospice Care?” After reading the article, complete the questions in the Cloze activity. After answering the questions, return your papers to the teacher. After everyone has finished answering the questions, the instructor will return your pre-reading questions with answers. Compare your pre-reading answers with the post-reading answers. Discuss both sets of answers.

**Instructions for Learning Styles Modifications:** Popcorn reading, highlighting, partners

**Assessment for Activity:** Correct answers on the Cloze Activity questions

**Approximate Length of Time for Activity:** 1 hour

**Materials Needed:** Copies of the article “What Is Hospice Care?”, Copies of the Cloze Activity questions, pencils/pens

**Resources Needed:** “What Is Hospice Care?” article

**Activity:** Read the article “What Is Hospice Care?” After reading the article, answer the questions in the Cloze Activity. Return papers to the instructor. The instructor will return the pre-reading questions and answers to the students. The students will compare the pre/post reading answers. Discuss the answers.

**Attachments:** “What Is Hospice Care?” article Find it at:  
[http://americancancersociety.com/docroot/ETO/content/ETO\\_2\\_5X\\_What\\_Is\\_Hospice\\_Care.asp?sitearea=ETO](http://americancancersociety.com/docroot/ETO/content/ETO_2_5X_What_Is_Hospice_Care.asp?sitearea=ETO)  
 , Cloze Activity questions

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	patterns.; e12 Draft a report that engages an audience and is concise, clear, well organized, accurate, and informative.
<b>Rigor and Relevance (quadrant):</b>	C – Assimilation
<b>Instructions to Teacher:</b> Distribute or display questions on overhead. Instruct students to use attached FCAT format “boxes” or to draw one eight –line box and one fourteen line box on a piece of notebook paper. Remind students that their writing will be graded using the attached FCAT short response and extended response rubrics.	
<b>Instructions to Students:</b> Answer the questions based on the article “What is Hospice Care?” in the appropriate boxes. You will be graded using the FCAT short and extended rubric.	
<b>Instructions for Learning Styles Modifications:</b> Teacher provides assistance as needed.	
<b>Assessment for Activity:</b> Use attached FCAT rubrics.	
<b>Approximate Length of Time for Activity:</b> 20-30 minutes	
<b>Materials Needed:</b> Questions, “What is Hospice Care?” article, pen or pencil, paper or attached form, Florida FCAT rubrics	
<p><b>Activity:</b> Students will answer the following questions about, “What is Hospice Care?” using FCAT format for short and extended reading responses.</p> <ol style="list-style-type: none"> <li>1. The article states that Hospice care is family-centered. Support this statement with relevant details from the text.</li> <li>2. How is Hospice care both similar and different from traditional patient care? Support your answer with details from the article and prior knowledge of patient care.</li> </ol>	
<b>Attachments:</b> FCAT questions, Short and Extended Response Rubrics	



## FCAT READING

### TWO-POINT SCORING RUBRIC—GRADE 10

<b>Score</b>	<b><i>Description</i></b>
<b>2</b>	The response indicates that the student has a complete understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and /or examples are included, and the information given is clearly text-based.
<b>1</b>	The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.
<b>0</b>	The response is inaccurate, confused, and/or irrelevant, or the student has failed to respond to the task.

## FCAT READING

### FOUR-POINT SCORING RUBRIC—GRADE 10

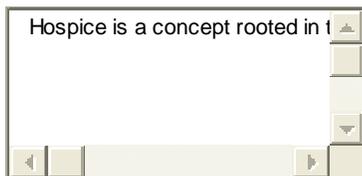
<b>Score</b>	<b><i>Description</i></b>
<b>4</b>	The response indicates that the student has a thorough understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. All necessary support and /or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task.
<b>3</b>	The response indicates that the student has an understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task, but the required support and/or details are not complete or clearly text-based.
<b>2</b>	The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that may include information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples and requirements of the task may be incomplete or omitted.
<b>1</b>	The response indicates that the student has very limited understanding of the reading concept embodied in the task. The response is incomplete, may exhibit many flaws, and may not address all the requirements of the task.
<b>0</b>	The response is inaccurate, confused, and/or irrelevant, or the student has failed to respond to the task.



## Making Treatment Decisions

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### What Is Hospice Care?

Hospice, in the earliest days, was a concept rooted in the centuries-old idea of offering a place of shelter and rest, or "hospitality" to weary and sick travelers on a long journey. Dame Cicely Saunders at St. Christopher's Hospice in London first applied the term "hospice" to specialized care for dying patients in 1967. Today, hospice care provides humane and compassionate care for people in the last phases of incurable disease so that they may live as fully and comfortably as possible.

Hospice is a philosophy of care. The hospice philosophy recognizes death as the final stage of life and seeks to enable patients to continue an alert, pain-free life and to manage other symptoms so that their last days may be spent with dignity and quality, surrounded by their loved ones. Hospice affirms life and does not hasten or postpone death. Hospice care treats the person rather than the disease; it highlights quality rather than length of life. It provides family-centered care involving the patient and family in making decisions. Care is provided for the patient and family 24 hours a day, 7 days a week. Hospice care can be given in the patient's home, a hospital, nursing home, or private hospice facility. Most hospice care in the United States is given in the home, with a family member or members serving as the main hands-on caregiver.

Hospice care is appropriate when you can no longer benefit from curative treatment and your life expectancy is about 6 months. You, your family, and your doctor decide together when hospice services should begin. One of the problems with beginning hospice is that it is often not started soon enough. Sometimes the doctor, patient or family member will resist trying hospice because he or she feels it sends a message of no hope. This is not true. If your condition improves or the disease goes into remission, you can be discharged from the hospice program and return to active cancer treatment, if desired. Hospice care may be resumed at a later time. The hope that hospice brings is the hope of a quality life, day -to-day, during the stage of advanced illness.

### Hospice Care Services

Hospice care has several elements that set it apart from other health care.

**Interdisciplinary team:** Typically, an interdisciplinary health care team of doctors, nurses, social workers, counselors, home health aides, clergy, therapists, and trained volunteers care for you, offering support based on their particular areas of expertise. Together, they provide comprehensive palliative care aimed at relieving symptoms and giving social, emotional, and spiritual support.

**Pain and symptom control:** The objective of pain and symptom control is to help you to achieve comfort while allowing you to remain in control of your life. This means that side effects are managed to ensure that you are as free of pain and symptoms as possible, yet still alert enough to make important decisions. To learn more on this topic, please see the American Cancer Society document, [Pain Control: A Guide for People with Cancer and Their Families](#).

**Spiritual care:** Hospice care emphasizes the spiritual needs of you and your family. Since people differ in their

spiritual needs and religious beliefs, spiritual care is individualized to meet your and your family's needs and may include helping you to look at what death means to you, to say good-bye, or to perform a specific religious ceremony or ritual. To learn more on this topic, please see the American Cancer Society document, [Spirituality and Prayer](#).

**Home care and inpatient care:** Although hospice care can be centered in the home, it may be necessary to be admitted to a hospital, extended-care facility, or a hospice inpatient facility. The hospice can arrange for inpatient care and will stay involved in your treatment and with the family, resuming in-home care when appropriate. To learn more on this topic, please see the American Cancer Society document, [Home Care](#).

**Respite care:** While you are in hospice, your family and caregivers may need some time away from the intensity of care-giving. Hospice service offers them a break through respite care, which is provided in 5-day periods. You will be cared for either in the hospice facility or in contracted beds in nursing homes or hospitals. Families can plan a mini-vacation, attend special events, or simply get much-needed rest and recreation at home while you are cared for in an inpatient setting.

**Family conferences:** Through regularly scheduled family conferences, often facilitated by the hospice nurse or social worker, family members can stay informed about your condition and what to expect. Family conferences also provide a chance to share feelings, talk about expectations, and learn about death and the process of dying. Family members can find great support and stress relief through family conferences.

**Bereavement care:** Bereavement is the time of mourning following a loss. The hospice care team works with surviving family members to help them through the grieving process. A trained volunteer, clergy member, or professional counselor provides support to survivors through visits, phone calls, and/or letter contact, as well as through support groups. The hospice team can refer family members and care-giving friends to other medical or professional care if necessary. Bereavement services are often provided for at least a year to 13 months after the patient's death. To learn more on this topic, please see the American Cancer Society document, [Coping With Grief and Loss: Bereavement Information for Children and Parents](#).

**Volunteers:** Hospice volunteers play an important role in planning and giving hospice care in the United States. Volunteers may be health professionals or lay people who provide services ranging from hands-on care to working in the hospice office or fundraising.

**Staff support:** Hospice care involves staff who are empathetic, good communicators and listeners, and who are interested in working with people who have life-threatening illnesses. Yet because the work can be emotionally draining, it is essential that support is available to help staff deal with the work-related stress that they may experience. Ongoing education about the dying process is also an important part of staff support.

**Coordination of care:** The interdisciplinary team coordinates and supervises all care 7 days a week, 24 hours a day. This team is responsible for communicating between the inpatient facility, the home care agency, the physician, and other community professionals, such as pharmacists, clergy, and funeral directors.

## Hospice Care Settings

Hospice care is defined not only by the services and care provided, but also by the setting in which these services are delivered. Hospice care may be provided in your home or in a special facility.

Most cancer patients choose to receive hospice care at home. In fact, more than 90% of the hospice services provided in this country are based in patients' homes.

Before making a decision about the type of program best suited to your circumstances, it is important to know all your options and what each entails. Your doctor, hospital social worker, or discharge planner can be very helpful in deciding which program is best for you and your family.

## Home Hospice Care

Many, if not all, of the home health agencies in your community, as well as independently owned hospice programs, will offer home hospice services. While a nurse, doctor, and other professionals staff the home hospice program, the primary caregiver is a central figure. The primary caregiver is usually the family member who is responsible for around-the-clock supervision of the patient and, after training given by the nurse, may provide much of the hands-on care. Members of the hospice staff visit regularly to check on the patient and give needed care and services.

Care begins when you are admitted to the program, which generally means that a hospice team member visits the home to learn about your situation and needs. Return visits are set up so that this can be re-evaluated regularly. To handle around-the-clock patient needs or crises, home hospice programs have an on-call nurse who answers phone calls day and night, makes home visits, or sends the appropriate team member if needed between scheduled visits. Medicare-certified hospices are required to provide nursing, pharmacy, and physician services around the clock. To learn more on this topic, please see the American Cancer Society document, [\*Caring for the Patient with Cancer at Home: A Guide for Patients and Families\*](#).

## **Hospital-Based Hospices**

Hospitals that treat seriously ill patients often have a hospice program. This arrangement allows patients and their families easy access to support services and health care professionals. Some hospitals have a special hospice unit, while others use a "hospice team" of caregivers who visit patients with advanced disease on any nursing unit. In other hospitals, the staff on the patient's unit will act as the hospice team.

## **Long Term Care Facility-Based Hospices**

Many nursing homes and other long-term care facilities have small hospice units. They may have a specially trained nursing staff to care for hospice patients, or they may make arrangements with home health agencies or independent community-based hospices to provide care. This can be a good option for patients who want hospice care but do not have primary caregivers.

## **Independently Owned Hospices**

Many communities have "freestanding," independently owned hospices that feature inpatient care buildings as well as home care hospice services. As with a nursing home hospice program, the freestanding hospice can benefit patients who do not have primary caregivers.

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board” display with their career information. In addition, they will present their career to the class.

**Instructions to Students:** Choose a health career topic in one of the areas that your teacher mentioned. Research basic information about that career including the history, description, salary, education requirements, etc. Display the information on a “tri-board” and be prepared to present the project to your classmates.

**Instructions for Learning Styles Modifications:** Partner presentations and guided practice with research in class.

**Assessment for Activity:** Peer grading from students in the class based on a rubric (see attached) which focuses on presentation skills rather than information. The teacher should assess information for accuracy prior to the presentation.

**Approximate Length of Time for Activity:** Research will take approximately 2-3 hours. Presentation will take about 5 minutes for each student in class (average class size of 25 students will take about 3-4 hours).

**Materials Needed:** Tri-board display, note-cards (optional for presentation)

**Resources Needed:** Computer with Internet service, Health Care books

**Activity:** Presentation

**Attachments:** Rubric for scoring purposes.

## Peer Grading Rubric

	<b>Excellent (5) (“A”)</b>	<b>Great (4) (“B”)</b>	<b>Good (3) (“C”)</b>	<b>Fair (2) (“D”)</b>	<b>Poor (1) (“F”)</b>
<b>Poster:</b> Organized/Neat	Extremely neat and organized; very easy to read/follow.	Mostly neat and organized; easy to read/follow.	Somewhat neat and organized; able to read/follow.	Needs some organization and neatness; unclear to follow/read.	No neatness/ organization; cannot read/follow.
<b>Poster:</b> Colorful	Extreme use of color (5 or more colors).	Use of 4 colors.	Use of 3 colors.	Use of 2 colors	Use of only 1 color.
<b>Poster:</b> Pictures/Icons	Use of 4 or more pictures/clipart.	Use of 3 pictures/clipart.	Use of 2 pictures/clipart.	Use of 1 picture/clipart.	No use of pictures/clipart.
<b>Presentation:</b> Use of Words	Excellent use of vocabulary and pronunciation.	Great use of vocabulary; stumbles only 1 time on words.	Good use of vocabulary; stumbles 2-3 times on words.	Fair use of vocabulary; slurred/stumbled words.	Poor use of vocabulary; unable to understand.
<b>Presentation:</b> Eye Contact	Superb eye contact during the entire presentation does not use the poster/notecards for reference at all!	Eye contact during most of the presentation; reads from the poster/notecards a couple (1-2) times.	Eye contact during some of the presentation; reads from the poster/notecards a few (3-4) times.	Eye contact during little of the presentation; reads from the poster/notecards most of the presentation.	No eye contact; reads the entire time directly from poster/notecards.
<b>Presentation:</b> Body Language	Standing tall, proud, and confident the entire presentation.	Standing tall, proud, and confident during most of the presentation.	Standing tall, proud, and confident during at least half of the presentation.	Standing tall, proud, and confident sporadically during the presentation	Slouching, lack of confidence, and shy during most of the presentation.

## RESEARCH AND SCIENCE CONNECTION

<b>Title:</b>	“Scientific Careers”
<b>Performance Tasks:</b>	03.03 List at least 3 types of services provided by the following career clusters: Nursing Services, Dental Auxiliary, Medical Office, Health Care Information Technology, Emergency Medical Services, Diagnostic Services, Therapeutic Services, Supportive Services, Vision Care Services, and Other Health Care Services.
<b>Sunshine State Standards (LA, MA, and SC):</b>  <b>NEW STANDARDS:</b>	LA.910.1.6.10 The student will determine the meanings of words, pronunciation, parts of speech, etymologies and alternate word choices by using a dictionary, thesaurus and digital tools. SC.912.N.1.2 Describe and explain what characterizes science and its methods.
<b>Essential Skills (e, m, and s):</b>	N/A
<b>Rigor and Relevance (quadrant):</b>	A – Acquisition
<b>Instructions to Teacher:</b> After all the career presentations, provide a handout to your students with all the health career topics that were discussed. Ask your students to use Mosby’s and Taber’s dictionaries, and other texts to provide the scientific definition of each health care career.	
<b>Instructions to Students:</b> Complete the worksheet using the provided materials by scientifically defining each of the careers that were presented.	
<b>Instructions for Learning Styles Modifications:</b> Allow partner work, complete as a class in unison	
<b>Assessment for Activity:</b> Completion and correctness of the handout.	
<b>Approximate Length of Time for Activity:</b> 45 minutes	
<b>Materials Needed:</b> Handout, Mosby’s Dictionary, Taber’s Dictionary, general health textbooks	
<b>Activity:</b> Complete the handout	
<b>Attachments:</b> None	