

Partners in Caring

End-of-life seminar for faith leaders

Section Descriptions & Objectives

1. Setting the Stage

(30 minutes)

Learning Objectives

Participants will:

- Learn more about the faith leaders in the room.
- Become familiar with the resource manual.

CONTENT OUTLINE

- I. Welcome and Introductions (convene in small groups)
 - a. Recognition of sponsors
 - b. Introduction of faculty and participants
 - c. Housekeeping details
 - d. Participant self-introductions
 - e. Review of Seminar Agenda and Resource Manua

2. Opening Reflection

(30 minutes)

Learning Objectives

Participants will be able to:

- Begin to prepare for the day's work and learning.
- Reflect on a specific experience they have had with death that affected them deeply.
- Find support for the feelings that arise when accompanying people at the end

CONTENT OUTLINE

- I. Reflection and Preparation
 - a. Opening reading
 - b. Music
- II. Guided Meditation
 - a. Meditation, with facilitated discussions in small groups
 - b. Small group facilitators prepared in advance
- III. Emotional Support
 - a. Offered as needed by "chaplain for the day"

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3. End-of-Life Care: Reconcilable Differences

(75 minutes)

Learning Objectives

Participants will:

- Understand the current state of dying in America
- Be exposed to information that helps them identify new paths for caring for seriously ill and dying individuals, and their families.

CONTENT OUTLINE

- I. Current State of Dying in America
 - a. Societal shift in focus from caring, comfort to science, technology
 - b. Illness trajectories: how and where people die
 - c. Summary of the box we're in and why: the mismatch between reality and what people want at the end of life
 - d. Pain and suffering – prevalence, concerns and myths
- II. Information/Discussion:
 - a. Circumstances in which people die
 - b. Their burden of suffering in the process
 - c. Goals of care and corresponding tensions; opportunities and challenges for addressing them

4. Advance Care Planning: Choices for Living and Dying

(75 minutes)

Learning Objectives

Participants will be able to:

- Communicate the reasons and importance of an Advance Care Planning (ACP) process that reflects life goals and values and includes rich conversations with individuals and their families.
- Describe the ACP process.
- Be familiar with ACP documents and their basic legal requirements.

CONTENT OUTLINE

- I. Anna's Story
 - a. A case study
 - b. Promotes understanding of learning objectives through a specific case.
- II. It starts with a conversation:
 - a. Reflection about life goals and values
 - b. Selecting an agent
 - c. Have conversation and document preferences

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- d. Complete forms and distribute
- III. A review of Advance Care Planning documents and tools.
 - a. Values discussion instruments, e.g., *Go Wish* cards and CCCC's "Finding Your Way: Medical Decisions when They Count Most"
 - b. Advance Health Care Directive (AHCD)
 - c. Physician Orders for Life-Sustaining Treatment (POLST)

5. Being with the Dying (120 minutes)

Learning Objectives

Participants will be able to:

- Better understand the choices experienced by dying individuals.
- Consider how the progression of disease affects those choices.
- Better understand how a spiritual care provider might introduce the varied choices that members of their faith community may face as they approach the end of life.
- Be better equipped to provide spiritual care to faith community members.

CONTENT OUTLINE

- I. Loss Exercise
 - a. Participants will have their completed Activities List (sent in advance of the seminar).
 - b. Participants are seated in small circles with a prepared facilitator.
 - c. Introduction to process.
 - d. Guided Meditation, with pauses for facilitated discussion.
 - e. Re-grounding by faculty member.
- II. Role Play
 - a. Faculty will model fairly typical encounter between a spiritual care provider and member of his/her faith community who has just learned that his/her death is nearing.
 - b. Participants sit in a large circle around the players who sit opposite each other, each with a microphone (preferably a lapel mic).
 - c. Debriefing of the role play and Q&A discussion to elucidate the process participants have just witnessed.

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6. Last Hours of Living

(30 minutes)

Learning Objectives

Participants will be able to:

- Understand basic physiologic changes during the dying process.
- Identify and cogently discuss the commonly-held myths about dying.
- Prepare and support the dying individual, and his/her family members and caregivers.

CONTENT OUTLINE

- I. Basic physiologic changes during dying process
 - a. Unpredictable time course
 - b. Withdrawal, weakness, decreasing appetite, delirium, altered breathing
 - c. Talking to the unseen
 - d. Signs that death has occurred
- II. Misconceptions about dying
 - a. Food/fluid: what helps, what hurts
 - b. Medication: rethinking the role of medication at the end of life.

7. Next Steps

(30 minutes)

Learning Objectives

Participants will be able to:

- Identify specific ways to take today's experience and lessons into their ministry.
- Select one activity to work on during the next week (e.g., activity from the *Next Steps* checklist).

CONTENT OUTLINE

- I. Discussion
 - a. Full group discussion led by faculty from Section 5: Being with the Dying.
 - b. Ask several questions, e.g.:
 - i. What surprised you today?
 - ii. What do you see yourself doing with what you experienced/learned today?
 - c. Participants share ideas with the group at large, as comfortable
 - d. Use *Next Steps* checklist, as needed.
- II. Closing
 - a. Final Reading