

Adolescent Death on the Ward: Case 2 Learning objectives

	Trigger Question(s)	Learning objectives
1 Anticipating the end	“Am I going to make it till the morning?”	<ol style="list-style-type: none"> 1. Identify the sources of distress in the patient, the family and the support staff 2. Practice using language that can comfort and reassure patients and families. 3. Recognize the need for autonomy in the ill and dying adolescent
2. Pain, discomfort, dyspnea	“What can you give her that won’t make her stop breathing?”	<ol style="list-style-type: none"> 4. Assess dyspnea and pain 5. Know doses and routes of at least one opioid 6. Learn phrases that can reassure the family that using an opioid is safe and appropriate.
3. I’s & O’s of dying		
4. Seizures, agitation, myoclonus	“Why is she so agitated? Can you help her?”	<ol style="list-style-type: none"> 7. Distinguish delirium from agitation near end of life 8. Identify sources of agitation in a dying patient 9. Describe at least one pharmacologic and one non-pharmacologic method to treat agitation near the end of life.
5. Before the last breaths	“What should we be ready for?”	<ol style="list-style-type: none"> 10. Explain the process for approaching patients and families regarding autopsy and gift of life.
6. After the death	“Now what?”	<ol style="list-style-type: none"> 11. Review the ‘check list’ of post-mortem care items. 12. Learn phrases that may comfort family members.

Author(s): CS Mott Children's Hospital Pediatric Palliative Care Team, 2010-2011.

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