

**Pine Tree Hospice Volunteer Education**  
**CORE CURRICULUM Topics and Outcomes**

Presenters:

- Please address all of your topic outcomes within the allotted time
- You are at liberty to address the topics as you wish and you are free to add content
- *Thank you!*

<b>CORE CURRICULUM FOR DIRECT CARE HOSPICE VOLUNTEERS AND FOR EVERGREEN BEREAVEMENT GROUP FACILITATOR VOLUNTEERS</b>	<b>HOURS</b>
<p><b><u>Hospice Philosophy</u></b></p> <ol style="list-style-type: none"> <li>1. Discuss the philosophy and purpose of a volunteer hospice program</li> <li>2. Describe services offered by Pine Tree Hospice</li> <li>3. Become familiar with the Pine Tree Hospice Mission Statement and the Maine State Regulations governing a volunteer hospice program</li> <li>4. Briefly describe the difference between a volunteer hospice and a Medicare hospice</li> </ol>	.75
<p><b><u>Personnel Issues</u></b></p> <ol style="list-style-type: none"> <li>1. Describe the Pine Tree Hospice organizational structure</li> <li>2. Read and comply with the Pine Tree Hospice Sexual Abuse Policy, Elder Abuse Policy, and Infection Control Policy</li> <li>3. Review and plan to complete and submit required paperwork to the Pine Tree Hospice office on time</li> <li>4. Identify the appropriate resource person(s) when questions or problems arise</li> </ol>	.75
<p><b><u>Introduction to Volunteer Roles</u></b></p> <ol style="list-style-type: none"> <li>1. Discuss the roles and general expectations/boundaries as a PTH volunteer</li> </ol>	.5
<p><b><u>Communication Skills</u></b></p> <ol style="list-style-type: none"> <li>1. State the difference between a social relationship and a helping relationship</li> <li>2. Demonstrate reflective listening skills</li> <li>3. Demonstrate effective body language</li> <li>4. Identify and avoid barriers to helpful communication</li> <li>5. Allow the client and family members to share their experiences related to the loss</li> <li>6. Be prepared to respond openly and honestly when children and/or adults ask questions about dying or death</li> </ol>	1.5

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<p><b><u>Grief, Loss, &amp; Transitions</u></b></p> <ol style="list-style-type: none"> <li>1. Examine the concept of coping with loss and change</li> <li>2. Define the different types of grief, including anticipatory grief</li> <li>3. State cognitive, behavioral, physical and emotional manifestations of grief</li> <li>4. Recognize situations that can interfere with coping with grief</li> <li>5. Identify ways a volunteer can assist a person or family with transitions and losses related to life threatening illnesses and death</li> <li>6. Communicate an understanding that each person has permission to grieve or cope with transitions in his/her own way</li> </ol>	1.5
<p><b><u>Personal Death Awareness</u></b></p> <ol style="list-style-type: none"> <li>1. Examine personal views and beliefs about death</li> <li>2. Achieve a level of comfort in discussing death</li> <li>3. Discuss issues related to advanced care planning, including a discussion of “The Five Wishes” published by Aging with Dignity.</li> <li>4. Discuss the use of ethical will.</li> </ol>	1.5
<p><b><u>Ethics</u></b></p> <ol style="list-style-type: none"> <li>1. Respect value systems of the hospice person and family</li> <li>2. Identify and keep personal boundaries</li> <li>3. Maintain confidentiality of hospice person/family information at all times, limiting discussion to individuals or agencies identified in the Pine Tree Hospice “Authorization to Release Confidential Information” signed by the client and on file at the PTH office</li> <li>4. Read the Pine Tree Hospice Confidentiality Policy</li> <li>5. Recognize situations in which Mandated Reporting is necessary</li> <li>6. Identify the role of the volunteer when abuse or domestic violence is suspected or confirmed</li> <li>7. Discuss ways of honoring the wishes of both the client and the family when differences, such as pain management issues, exist</li> </ol>	1.0
<p><b><u>Children’s Developmental Stages and Understanding of Death</u></b></p> <ol style="list-style-type: none"> <li>1. Examine developmental perspectives of children’s growth (developmental and cognitive stages)</li> <li>2. Describe how children acquire an understanding of death</li> <li>3. Gain insight into how children perceive their own imminent death.</li> </ol>	1.0

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<p><b><u>Spirituality</u></b></p> <ol style="list-style-type: none"> <li>1. Define and state the goals of spiritual support</li> <li>2. Identify behaviors to avoid when giving spiritual support</li> <li>3. Discuss how a volunteer can help a hospice person/family achieve their spiritual goals</li> <li>4. Be prepared to help the dying and the bereaved to say to one another: "I love you", "Thank you", "Please forgive me for...", "I forgive you for...", "Good Bye"</li> <li>5. Discuss ways of praying with a person/family when invited or with permission</li> <li>6. Identify resources in the community that can offer spiritual support</li> <li>7. Demonstrate tolerance of religious or spiritual beliefs which differ from one's own; if tolerance is unacceptable, know that reassignment is an option</li> </ol>	1.0
<p><b><u>Family Dynamics</u></b></p> <ol style="list-style-type: none"> <li>1. Identify family dynamics likely to occur during the end of life</li> <li>2. Describe the role of the volunteer in dealing with complex family issues and dynamics</li> <li>3. Support existing family dynamics, unless the family environment is unsafe</li> <li>4. Report, in a timely manner to the Pine Tree Hospice Coordinator of Volunteers and Client Services, any unsafe environment or when abuse, neglect or mistreatment is suspected or confirmed</li> </ol>	1.5
<p><b><u>Stress Management &amp; Self Care: Conventional and Complementary Therapies</u></b></p> <ol style="list-style-type: none"> <li>1. Define stress, name some causes of stress, and recognize how stress affects us and those around us: body, mind, feelings and spirit</li> <li>2. Discuss balanced nutrition, physical activity, restful sleep, joyful diversion and service to others as conventional ways of managing stress</li> <li>3. Briefly discuss the origin, beliefs and current practice of some complementary therapies</li> <li>4. Select and use conventional and complementary therapies for yourself and others to relax, to minimize pain, and/or to promote physical, mental and spiritual wellbeing</li> <li>5. Consult the NIH National Center for Complementary and integrative Health website for current information (<a href="http://www.nccih.nih.gov">www.nccih.nih.gov</a>)</li> <li>6. Support people who use complementary therapies</li> </ol>	2.0

**TOTAL HOURS: 13.0**