LIVING CLASSROOM

# Curriculum Integration Toolkit

RIA Schlegel-UW Research Institute for Aging

cesba

Developed by CESBA (2024) in collaboration with PSW instructors from the Waterloo Catholic District School Board and Durham Catholic District School Board

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# Living Classroom Curriculum Integration Toolkit

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# INTRODUCTION

CESBA has been supporting school board personal support worker (PSW) programs for over 20 years. We are continuing that support as programs grow and as some boards adopt the Living Classroom model.

This task can be daunting when trying to incorporate experiential and integrated learning experiences and activities into your partnered long-term care (LTC) home. How do we integrate curriculum? How do we ensure we are still meeting the Ministry of Colleges, Universities, Research Excellence and Security (MCURES) Program Standards? How do we ensure we are meeting the Ministry of Education Curriculum Expectations?

## WE ARE HERE TO HELP!

This tool was designed to be delivered by school board programs but can be used as a template and edited to meet the needs of any PSW program. In the following tabs you will find LC activities and mapping documents using each chapter in *Sorrentino's Canadian Textbook for the Support Worker, 5th Edition*. You will also find assorted activities that will embed your students onto the LTC home floor or bring the LTC home to your classroom. There are some assignments, reflections and rubrics that can be used with each activity. Please feel free to download and edit any of these to meet the needs of your program.

This is a living document. We will continue to update and modify this document over time. As such, we look to you for feedback. What activities have you used and what worked or didn't work? How did you adapt it to work better for you? Did it inspire you to come up with different activities, assignments or assessments? Please share your feedback with us! We will add information to this tool to assist other programs.

*The Living Classroom program is funded by the Government of Ontario and led by the Schlegel-UW Research Institute for Aging (RIA) in partnership with the Ontario Association of Adult and Continuing Education School Board Administrators (CESBA).*

**Developed by CESBA, 2024**

# ACKNOWLEDGEMENTS

Living Classroom in a Box was created by **Tammy Cantin, RN** (CESBA) in collaboration with **Jill Corkery, RN** (PSW Instructor, Waterloo Catholic District School Board) and **Rochelle Smith, RN** (PSW Instructor, Durham Catholic District School Board).

**NOTE:** The following activities were taken from the RIA's *Living Classroom Implementation Guide* and are not the property of CESBA or its collaborators: "My Story", "The Culture Fair" and "Walk a Day in My Shoes".

## VERSION HISTORY

| Version number | Date | Reviewed by |
|---|---|---|
| 1 | January 2026 | Tammy Cantin |
| | | |

## Chapter in Sorrentino's Canadian Textbook for the Support Worker, 5th Edition

| Activity | Assignment | Assessment |
|---|---|---|
| These three assessments can be utilized with any of the activities that include a classroom discussion or discussion board. | This rubric can be used for discussion boards or classroom discussions. Feel free to use as a template only and modify any of the specifics as you see fit. | Rubric for Classroom Discussion or Discussion Board |
| A reflection or a guest speaker. Feel free to use as a template only and modify any of the specifics as you see fit. | These questions and reflection can help students reflect more deeply on any presentation and encourage them to think critically about the content. Feel free to adapt these | Guest Speaker Reflection |
| | This rubric can be used for any reflection. This can include time spent on the floor shadowing or interacting with residents or staff. Feel free to use this with any experience listed or reflection created by your program. | LC Rubric for Reflections |

## CH. 1: ROLE AND RESPONSIBILITIES OF THE SUPPORT WORKER

| Activity | Assignment | Assessment |
|---|---|---|
| Orientation and welcome from administration | | |
| Tour and welcome tea. Ideally students to be paired with a resident they can do activities with throughout the program and just have a few minutes to offer them tea and cookies and tell them a bit about themselves. | | |
| PSW Champion to come to class to discuss their role they play within the health care team and the main roles and responsibilities of a PSW.<br>• What are the rewards and challenges of working in LTC?<br>• Why did you choose this setting? | | |
| Observe a PSW in their resident's home area. Students to take some time and explore the area where their resident lives. Look around. Does it feel like home? Observe the staff and the different things they are doing outside of a resident's room where personal care is being performed. Is there more to this job than you expected? Listen to how they talk to the residents. What is the pace of the staff on the floor? Does it look like people need help or are they engaged in activities? | PSW role observation discussion post | |
| CLIENT-CENTRED CARE: Students to partner with a resident to create a one-page client-centred care profile. | Client-centered care questionnaire | Rubric: Client Centered Care Question and Reflection |

## CH. 2: THE CANADIAN HEALTH CARE SYSTEM

| Activity | Assignment | Assessment |
|---|---|---|
| Consider having someone from administration explaining the way LTC is funded, bed costs, wait lists, etc. | | |
| Check if there are any residents who are Indigenous and see if they are willing to discuss their perspective on living in LTC. | | |

## CH. 3: WORKPLACE SETTINGS

| Activity | Assignment | Assessment |
|---|---|---|
| If an Adult Day Program is on site, consider a participant or staff coming to explain how it runs, benefits, etc. | | |
| Tour the Retirement Home or Independent Living, if there is one on site. If the home has other areas (Retirement Home or Home Care), try to arrange a PSW to come to class and discuss their role in the different programs offered there. | | |
| Students to learn about the different options for employment and to pick where they might like to work. | My dream job discussion post | |

## CH. 4: ETHICS

| Activity | Assignment | Assessment |
|---|---|---|
| Have a member of the Ethics Committee, the Director of Care or delegate to discuss ethical dilemmas. | | |

## Ch. 5: Legislation: The Client's Rights and Your Rights

| Activity | Assignment | Assessment |
|---|---|---|
| BILL OF RIGHTS INTERVIEW: Interview a resident, soliciting feedback on Residents' Bill of Rights. Is it being upheld? Does the student believe this is easy to uphold? Student to think about what right is most important to them. | Resident Bill of Rights Reflection | |

## Ch. 6: Health, Wellness, Illness, and Disability

| Activity | Assignment | Assessment |
|---|---|---|
| Students can have a chat with their residents and determine which dimensions of health they believe may have unmet needs. Which dimensions are being well supported in LTC? How does your resident define health? | | |
| Read resident care plan: Research health conditions/chronic illness/disease/disorders a resident may have and the PSW would adapt care for the resident living with the health condition. | Resident Care Plan Assignment | Rubric: Resident Care Plan Assignment |
| Public Health Nurse: Review health promotion and disease prevention programs with students. | | Students to reflect on health promotion and disease prevention programs; Role of PSW in health promotion and disease prevention in LTC. |

## CH. 7: CARING ABOUT CULTURE AND DIVERSITY

| Activity | Assignment | Assessment |
|---|---|---|
| Cultural interview | | |
| Reflecting on Cultural Competence | Reflecting on Cultural Competence | LC Rubric for Reflections |
| "The Culture Fair": Students are asked to organize a culture fair, representing the country of origin of the residents, the LTC team and their fellow students. Displays are designed with the help of the residents and the fair is held on Mainstreet in the Village. On the day of the culture fair, students and residents represent their country, music, food and any other important fact. Other residents, families and team members visit the culture fair and share their experiences. | The overall aim of this activity is to help the students understand the importance of 'knowing the person' to get to the concepts of resident-centred care. | |
| Cultural interview with a resident and/or family member. | What is the home doing well to support the cultural background and religious views of your resident? Are there areas where you feel the home could improve their experience in LTC regarding their background? E.g. foods, religious practices or holidays, quiet or opportunities to practice any faith beliefs, etc. | |
| Pastoral care to visit and explain their role assisting residents with their spiritual care needs. | | |

## CH. 8: MANAGING STRESS

| Activity | Assignment | Assessment |
|---|---|---|
| Discuss stress with your resident. Were there periods of life that you dealt with stress? What did you do to cope with it? Do you experience stress now and if so, how do you manage it? | Opportunity to continue to learn about and build a connection with your resident. | |
| Ask a PSW from the home to come to the class and discuss their experiences handling stress now that they are in the field. Are there stresses at work that could be dealt with by the home? Who can you talk to in order to resolve some of these things? Have you found shift work to add stress to your personal life? | | |
| Students to tour the home area where their resident lives and observe the staff. Are there reasons the staff could be under stress? What about the residents? Are there reasons they could be stressed? | Students to add leaves on a bare tree on a wall in the classroom with words that could cause stress for residents and staff in LTC. Students are then to add words on the trunk of the tree that could possibly support or assist those in LTC deal with their stress. | |

## CH. 9: INTERPERSONAL COMMUNICATION

| Activity | Assignment | Assessment |
|---|---|---|
| "My Story": Each student is teamed up with a volunteer resident. The student meets the resident a couple of times and then traces the resident's hands on a piece of paper and discusses meaningful events in the resident's life. The student then visualizes those events on the drawing through words, pictures, colours, etc. The end result is presented, together with the resident, to the group of students and LTC home teams. | | |
| A second interview to determine some places that their resident has gone with their feet and illustrate those on a footprint. These can be displayed around the class as a tapestry of the residents. | | |
| Other activities, e.g. Care Plan activity, family discussion, etc. could get added to their resident display on the walls of the classroom and the residents can be used for learning in case studies throughout the program. | | |
| Students are paired with a resident who doesn't use words to communicate. What strategies/techniques did they use? Did students need to use any communication aids? Or adapt their communication to meet residents' needs? Students will identify and use basic communication aids and techniques to facilitate communication e.g. sign boards, picture boards, communication cards and computer assisted communication technologies. | | |

## CH. 10: WORKING WITH OTHERS: TEAMWORK, SUPERVISION, AND DELEGATION

| Activity | Assignment | Assessment |
|---|---|---|
| Activity Arrange for the RPN or RN from a home area to come and discuss their role in LTC. | | |
| What tasks can be delegated in LTC and what the RPN/RN needs from the PSWs on the floor. | Discussion post or in class: the potential risk to residents and implications for the personal support worker related to performing controlled acts beyond one's job description, employer policy and all applicable legislation. | |
| "Walk a Day in My Shoes": For this activity, the students are asked to observe different team members in the LTC home for several hours. PSW students observe nurses, PSWs, housekeepers, recreational therapists, dietary aides and so on. Team members are asked to explain their roles and contributions. The overall purpose of this activity is to help students to understand the interprofessional roles, teamwork and dynamics, and effective communication skills, including transfer of accountability and reporting. | | |

## CH. 11: WORKING WITH CLIENTS AND THEIR FAMILIES

| Activity | Assignment | Assessment |
|---|---|---|
| Observe family visits. Who comes to visit? What supports might families need? Observe family dynamics: cultural norms and patterns within families.<br><br>IF APPLICABLE: Discuss traditional and non-traditional healing practices within families. | | |
| Arrange a family member to come visit the class to speak how having a family member in LTC has impacted their life. | Guiding questions for a visit from a family member | Guest Speaker Reflection |
| FAMILY or RESIDENTS COUNCIL: Have a representative of the councils speak with students and talk about the purpose of the council. Have students join a meeting. | Focus on the interactions and critical learning and how to support critical decisions made. Collaborative classroom discussion. | |

## CH. 12: ABUSE, BULLYING, AND HARASSMENT AWARENESS

| Activity | Assignment | Assessment |
|---|---|---|
| Director of Care to speak to students about ZERO TOLERANCE policy and abuse reporting procedures. Whistleblowing protection, etc. | Discussion post or group activity on how abuse can go undetected in home care or LTC. How would you feel if you suspected abuse of your loved one while a resident in LTC? | |

## Ch. 13: Starting Your Career

| Activity | Assignment | Assessment |
|---|---|---|
| | My dream job discussion post | Rubric for Classroom Discussion or Discussion Board |

## Ch. 14: Body Mechanics

| Activity | Assignment | Assessment |
|---|---|---|
| If helping with meals in the home areas, consider arranging times for the students to watch PSWs assist with lifts/transfers. | | |
| If students are finished their lab and are successful with being assessed in mechanical lifts, they may be able to be evaluated by the home for lift safety and then able to assist with pre and post meal toileting etc. | | |

## Ch. 15: Exercise and Activity

| Activity | Assignment | Assessment |
|---|---|---|
| Students to observe and assist as able with exercise programs in a home area. Have occupational therapist/physiotherapist/physical therapist complete demo - students practice using mobility aids. | | |
| Shadow physiotherapist or kinesiologist. | | |
| Student to participate in or observe occupational therapist/physiotherapist/physical therapist assessment of a resident plan or participate in recreation (programs and activities). | | |

## Ch. 16: Rehabilitation and Restorative Care

| Activity | Assignment | Assessment |
|---|---|---|
| Restorative PSW/nurse to visit and explain the role. | | |
| Small groups of students to assist with walking programs. | | |
| Students to observe music therapy if available. Work to engage the residents in the program and observe their reactions to the music. Is this therapeutic or strictly a relaxing and fun experience? | | |

## Ch. 17: Personal Hygiene

| Activity | Assignment | Assessment |
|---|---|---|
| Students to tour a tub room/spa to observe the area. The process of assisting with tub bath and tub cleaning can be demonstrated in small groups. | | |
| Student to be scheduled to shadow or assist on bath days. | | Assisting with a Tub Bath or Shower |

## Ch. 18: Grooming and Dressing

| Activity | Assignment | Assessment |
|---|---|---|
| Students can offer grooming care in home areas (e.g. filing, polishing, hair care, shaving). | Opportunity for feedback (observation/ conversation) and/or skill evaluation (checklist) | • Assisting the Client to Brush Teeth at the Bedside<br>• Brushing the Client's Teeth<br>• Providing Denture Care<br>• Flossing the Client's Teeth<br>• Providing Mouth Care to an Unconscious Client |

## CH. 19: PREVENTING INFECTION

| Activity | Assignment | Assessment |
|---|---|---|
| IPAC Nurse to discuss the role and different Isolation Precautions. What constitutes an outbreak and what happens during one? | | |
| SIMULATION: use Glo Germ powder to demonstrate transmission of organisms. | | |
| Practice Personal Protective Equipment (PPE) and handwashing in the home areas. | | |
| Mask fitting | | |

## CH. 20: SAFETY

| Activity | Assignment | Assessment |
|---|---|---|
| Arrange a time for a scavenger hunt for safety/infection on the home areas. | Scavenger Hunt for Safety | |
| Students to participate in fire or evacuation drill. | | |
| Fire Department come in to speak to students post-fire drill. | | |
| Students to find and review Fire Safety Plan at LTC. | | |
| Guest speaker: Show students what is involved in creating an incident report or near miss. | | |
| Occupational Health and Safety scavenger hunt | OH&S Scavenger Hunt | |
| Students take turns shadowing on monthly Occupational Health and Safety inspections. | | |

## Ch. 21: Beds and Bed Making

| Activity | Assignment | Assessment |
|---|---|---|
| Ask home areas to save several beds that need to be made or changed and groups of students complete the skill. | Opportunity for feedback (observation/ conversation) or skill evaluation (checklist) | • Making a Closed Bed<br>• Making an Occupied Bed<br>• Making an Open Bed |

## Ch. 22: Skin Care and Prevention of Wounds

| Activity | Assignment | Assessment |
|---|---|---|
| WOUND CARE NURSE: Wound care Nurse to visit the classroom and may allow students to observe when providing wound care to a resident. This will highlight the importance of proper positioning and timing. | | |
| Observe occupational therapy positioning assessment to prevent pressure ulcers. | | |

## Ch. 23: Promoting Client Comfort, Pain Management, and Sleep

| Activity | Assignment | Assessment |
|---|---|---|
| Observe residents on the home areas. Are there residents obviously exhibiting pain? Are there residents who may have pain, but you are unsure? What are they doing that makes you think they may be in pain? | | |
| Chat with your resident about what pain they are experiencing pain today. Do they often have pain and what do they do if they have pain? | | |
| Observe factors on the LTC unit that may be a source of sleep disorders for residents (e.g. personal or environmental factors). Then, brainstorm PSW strategies to prevent or address sleep disorders for residents. | | |

## CH. 24: MEASURING HEIGHT, WEIGHT, AND VITAL SIGNS

| Activity | Assignment | Assessment |
|---|---|---|
| SKILLS: Students take vital signs of residents in the neighbourhood. | | |
| Take advantage of weight days. | | Measuring Height and Weight |
| HEALTH FAIR: Students to set up a "Booth" in main corridor and offer free vital signs clinics and education. | | • TPR Evaluation<br>• Measuring Blood Pressure Using an Electronic BP Machine<br>• Measuring Blood Pressure Using a Stethoscope and Sphygmomanometer<br>• Measuring the Pulse and Oxygen Concentration Using a Pulse Oximeter<br>• Taking the Radial Pulse<br>• Counting Respirations<br>• Taking Temperature with an Electronic Thermometer |

## CH. 25: MEDICAL TERMINOLOGY

| Activity | Assignment | Assessment |
|---|---|---|
| | For all activities, ask students to use and write proper terminology. | |

## CH. 26: PLANNING, REPORTING, AND RECORDING CLIENT CARE

| Activity | Assignment | Assessment |
|---|---|---|
| Obtain Care Plans of the students' residents. Students to try to enhance the CP now that they know their client well. | Resident Care Plan Assignment | Rubric: Resident Care Plan Assignment |

## CH. 27: NUTRITION AND FLUIDS

| Activity | Assignment | Assessment |
|---|---|---|
| Students are to use critical thinking to assess the food and fluids that their resident has enjoyed when they sit with them for a meal. (It is possible to add the full day intake assessment, if they have sign in to PointClickCare). Determine if their resident is incorporating Canada's Food Guide and eating for their diagnosis. How could their nutritional needs be better met? | | |
| **SKILLS:** Assist residents to eat at mealtimes. | | Assisting the Client with Eating |
| **SKILLS:** Measure fluid input and output (if ordered for a resident). | | Measuring Intake and Output |
| **SKILLS:** Students to review residents who have been ordered thickened fluids. Students to support residents who need fluids thickened. | | |
| Speech-Language Pathologist to speak to students re: swallowing disorders (dysphagia) and how to support at mealtimes. | | |
| Dietary/Nutrition team member to speak to students re: menu planning and meal prep services in LTC, nutrition cart and how to know dietary restrictions. Tour the kitchen and how dietary staff function to get meals daily. | | |

## CH. 28: ENTERAL NUTRITION AND INTRAVENOUS THERAPY

| Activity | Assignment | Assessment |
|---|---|---|
| If any residents have a G-tube, students may observe an enteral feed. | | |

## Ch. 29: Urinary Elimination

| Activity | Assignment | Assessment |
|---|---|---|
| Tena (or other product) team member come to class to explain how they determine the use of products and how to support residents' continence needs. | | |
| Students to support residents with continence care, toileting, bladder programs. Brief change, emptying catheter bags, catheter care (after practicing in Lab). | | |

## Ch. 30: Bowel Elimination

| Activity | Assignment | Assessment |
|---|---|---|
| IF APPLICABLE: Empty and change an ostomy bag as per plan of care/service plan. Students can take turns on days that ostomies are changed. | | |

## Ch. 31: Growth and Development

| Activity | Assignment | Assessment |
|---|---|---|
| Interview with resident/staff/family member | Maslow's Assignment | Rubric: Maslow's Assignment |

## Ch. 32: Body Structure and Function

| Activity | Assignment | Assessment |
|---|---|---|
| Observe residents for obvious body structure challenges that have changed with aging. | A&P Ongoing Conditions Research Assignment | Rubric: Ongoing Conditions Assignment |

## CH. 33: COMMON DISEASES AND DISORDERS

| Activity | Assignment | Assessment |
|---|---|---|
| Students to research two of their resident's diagnoses. How does it impact them? Signs and symptoms? What are treatments? How can a PSW assist with these diagnoses? | | |

## CH. 34: HEARING AND VISION DISORDERS

| Activity | Assignment | Assessment |
|---|---|---|
| Have a resident with a hearing or vision disorder from one of the floors come to visit the class to discuss how they are impacted by the disorder and how they manage. How might a PSW help? | Adapting Communication Reflection | |
| Have a nurse demonstrate care of adaptive aids if they are available. | | |

## CH. 35: SPEECH AND LANGUAGE DISORDERS

| Activity | Assignment | Assessment |
|---|---|---|
| Observe residents with speech/language disorders and see how the staff interact with them.<br>E.g. post-stroke. | | |
| Speech Language Pathologist to speak to students about their role in LTC and how the PSW's impact that role. | | |

## CH. 36: DEVELOPMENTAL DISORDERS AND DISABILITIES

| Activity | Assignment | Assessment |
|---|---|---|
| If there is a resident with a developmental disability, determine if they might like to come to talk to the students with what their experiences have been like living with the disability and obtaining health care. | | |

## CH. 37: MENTAL HEALTH DISORDERS

| Activity | Assignment | Assessment |
|---|---|---|
| Post-it campaign for PSWs/staff on the unit. Students enlist residents to make comments on Post-it notes expressing thanks and things they appreciate their PSWs for and post these somewhere that everyone can see. | This Post-it campaign is geared towards students hearing how the little things make such a difference for people and also to offer outward signs of appreciation for staff efforts. Perhaps a discussion post encouraging students to discuss the importance of mental health on the overall well-being of their residents and if they can think of ways a PSW could impact a resident's mental health in a positive or possibly negative way. | |
| What resources are available for staff dealing with mental health issues. How do they know about these resources. If none, can create a mental health board for staff with contact information etc. for mental health resources. | | |

## CH. 38: DISORIENTATION, DELIRIUM, AND DEMENTIA

| Activity | Assignment | Assessment |
|---|---|---|
| Arrange a visit to the secure unit. Students are to observe the interactions in the home area, to note anything they feel may contribute to the positive or negative emotions that the residents are exhibiting. | Reflection on experience in secure home area | Rubric: Reflection on experience in secure home area |
| Obtain a list of the diagnoses currently in the secure area. Select a diagnosis for each student and divide them into groups based on which diagnosis they received. Have the group research the diagnosis; this should include a description of the diagnosis, typical early, middle and late signs and symptoms and supportive strategies that a PSW can use to support a client. | Causes of dementia: short answer assignment | |
| If this is when dysphagia is being taught, consider weekly meal assistance weekly or routinely after mealtime lab. | | |
| Shadowing Behavioural Supports Ontario (BSO) to learn behaviours and documentation or schedule visit with BSO to come to class. | | |
| Arrange an activity, with recreation staff, that students can help the residents with on a secure home area. Have students watch for behaviours or challenges with running an activity in this home area. How might activities need to be altered when working with residents with a cognitive impairment? Did this activity meet the needs of the residents? | | |
| If LTC is providing Gentle Persuasive Approaches (GPA) for their staff, can students be involved in certification with the team, OR can team members join students in the classroom for this training? This can be applied to any other enhanced certificate training the students do. | | |

## CH. 39: PROMOTING OXYGENATION

| Activity | Assignment | Assessment |
|---|---|---|
| Arrange for the rep from the O2 supply company to come to class to explain the different O2 delivery systems. | | |
| Observe a resident receiving O2 and perhaps have them visit the class to discuss living with O2. | | |

## CH. 40: HEAT AND COLD APPLICATIONS

| Activity | Assignment | Assessment |
|---|---|---|
| *Create your own activity!* | | |

## CH. 41: CARING FOR INFANTS AND THEIR PARENTS

| Activity | Assignment | Assessment |
|---|---|---|
| N/A in LTC | | |

## CH. 42: CARING FOR THE YOUNG

| Activity | Assignment | Assessment |
|---|---|---|
| N/A in LTC | | |

## CH. 43: CARING FOR OLDER ADULTS

| Activity | Assignment | Assessment |
|---|---|---|
| Another chance for students to have a visit/chat with their resident. What are some of the changes they've noticed in their bodies as they have age? Students can go by system if residents can't come up with many ideas. Do they know of anything that they did to make these changes better or worse (eating well or smoking, etc.) This info could be creatively added to the wall by the resident's handprint or footprint. | | |

## CH. 44: HOME MANAGEMENT

| Activity | Assignment | Assessment |
|---|---|---|
| Arrange a tour of the laundry facility and see if the home would consider short job shadow experience for the students. Importance of labels! | | |
| Shadow Housekeeping. Visit the home areas and provide some additional support with cleaning and tidying. | | |
| Arrange a tour of Dietary and see if the home would consider short job shadow experience for the students (food prep). | | |

## CH 45. MEDICATION MANAGEMENT

| Activity | Assignment | Assessment |
|---|---|---|
| Arrange for the RPN to come to discuss their role and how a PSW can help. See if they would allow the students to “tour” their med cart and charting. | | |

## CH. 46: WORKING IN ACUTE CARE

| Activity | Assignment | Assessment |
|---|---|---|
| Have an RN/RPN speak to class to review transfer documents, i.e. what information is needed by the receiving hospital if the resident needs to be transferred from the LTCH to hospital, or what information the LTCH needs when the resident comes to them from the hospital. | | |

## CH. 47: END-OF-LIFE CARE

| Activity | Assignment | Assessment |
|---|---|---|
| Students to explore the end-of-life comfort box (if the home has one) or to discuss with pastoral care how team members can help the resident and family as they become palliative. | | |
| Guest speaker: Palliative care team member/grief counsellor/pastoral care (religious aspect of death and dying). | | |
| Students participate in end-of-life, spiritual and religious services at the facility. | | |