


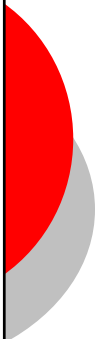
# Hospice 101

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Subscriber Audioconference  
May 2012



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## The Challenge

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Laying the groundwork for new clinical employees so they have a basic understanding of how to deliver care that

- Is congruent with hospice philosophy
- Is high quality – comprehensive, coordinated, proactive, and individualized
- Meets regulations

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## Compliance Requires

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### Staff members who

- Know what they are supposed to do
- Do what they are supposed to do
- Are monitored to make sure that they are doing what they are supposed to do
- Get back on track if they are not doing what they are supposed to do
- Encounter consequences if they are not doing what they are supposed to do

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## Getting the Information to Stick

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- How is hospice similar to the setting the new person came from?
- How is the hospice different from the setting the new person came from?

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## The Four Key Hospice Concepts

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1. The unit of care is the patient and the "family"
2. Care is focused on palliation rather than cure
3. Care is provided by an interdisciplinary team
4. Care continues after the patient's death through the bereavement program

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## The Five Key Care Focus Areas

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1. On-going assessment & care planning
2. Teamwork in planning & delivering care
3. 24 / 7 care management
4. Continuity of care across all settings
5. Patient choice & control

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People just starting in hospice need the basic concepts in a “*just enough to get started*” serving size.

**Curriculum 1:**

**Getting Started in  
Hospice - The  
Basics**



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## Hospice IDG Member Challenges

- To know the regulations and to follow them
- To document exquisitely well!
- To be good stewards of resources
- To commit to professional development, self-care and personal growth

AND, on top of all of that, master discipline specific clinical knowledge

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## Key Foundational Topics

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- Hospice 101
- Hospice Regulation
- Hospice Medicare Benefit – Overview
- Levels of Care
- Comprehensive Assessment
- Planning & Delivering Care
- IDG Roles
- Supporting Eligibility

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## Unique to Hospice - Examples

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- We are responsible for the patient 24/7 – even when they are at routine home care level
- Regardless of our role, we need to commit to providing the highest quality care in the most cost effective manner

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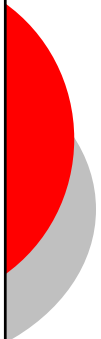
## Unique to Hospice - Examples

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- When the patient goes to another setting, we remain involved as the professional managers of care
- For instance, when patient goes to hospital hospice will
  - Provide the hospice plan of care to the hospital
  - Continue to professionally manage patient's care throughout the admission
  - Provide support to the family

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## Unique to Hospice - Examples

Coverage under the Hospice Medicare Benefit is for services and items related to the terminal diagnosis and related conditions. When a new medication or intervention is ordered we need to determine if it **related** or **unrelated**.

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## Be On The Lookout...




Like a skills check-list for the “unique to hospice areas”




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# Thinking is driven by questions

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## Possible Disconnects

- Initial Content
- Focus Areas
- Processes
- Performance

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## To Contact Us

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We are here for you!!!

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## The Role of Questions in Teaching, Thinking and Learning

One of the reasons that instructors tend to overemphasize "coverage" over "engaged thinking" is that they assume that answers can be taught separate from questions. Indeed, so buried are questions in established instruction that the fact that all assertions — all statements that this or that is so — are implicit answers to questions is virtually never recognized. For example, the statement that water boils at 100 degrees centigrade is an answer to the question "At what temperature centigrade does water boil?"

Hence every declarative statement in the textbook is an answer to a question. Hence, every textbook could be rewritten in the interrogative mode by translating every statement into a question. To my knowledge this has never been done. That it has not is testimony to the privileged status of answers over questions in instruction and the misunderstanding of teachers about the significance of questions in the learning process. Instruction at all levels now keeps most questions buried in a torrent of obscured "answers."

### **Thinking is Driven by Questions**

Thinking is not driven by answers but by questions. Had no questions been asked by those who laid the foundation for a field — for example, Physics or Biology — the field would never have been developed in the first place. Furthermore, every field stays alive only to the extent that fresh questions are generated and taken seriously as the driving force in a process of thinking. To think through or rethink anything, one must ask questions that stimulate our thought.

Questions define tasks, express problems and delineate issues. Answers on the other hand, often signal a full stop in thought. Only when an answer generates a further question does thought continue its life as such.

This is why it is true that only students who have questions are really thinking and learning. It is possible to give students an examination on any subject by just asking them to list all of the questions that they have about a subject, including all questions generated by their first list of questions.

That we do not test students by asking them to list questions and explain their significance is again evidence of the privileged status we give to answers isolated from questions. That is, we ask questions only to get thought-stopping answers, not to generate further questions.

### **Feeding Students Endless Content to Remember**

Feeding students endless content to remember (that is, declarative sentences to remember) is akin to repeatedly stepping on the brakes in a vehicle that is, unfortunately, already at rest. Instead, students need questions to turn on their intellectual engines and they need to generate questions from our questions to get their thinking to go somewhere. Thinking is of no use unless it goes somewhere, and again, the questions we ask determine where our thinking goes.

Deep questions drive our thought underneath the surface of things, force us to deal with complexity. Questions of purpose force us to define our task. Questions of information force us

to look at our sources of information as well as at the quality of our information.

Questions of interpretation force us to examine how we are organizing or giving meaning to information. Questions of assumption force us to examine what we are taking for granted. Questions of implication force us to follow out where our thinking is going. Questions of point of view force us to examine our point of view and to consider other relevant points of view.

Questions of relevance force us to discriminate what does and what does not bear on a question. Questions of accuracy force us to evaluate and test for truth and correctness. Questions of precision force us to give details and be specific. Questions of consistency force us to examine our thinking for contradictions. Questions of logic force us to consider how we are putting the whole of our thought together, to make sure that it all adds up and makes sense within a reasonable system of some kind.

### **Dead Questions Reflect Dead Minds**

Unfortunately, most students ask virtually none of these thought-stimulating types of questions. They tend to stick to dead questions like "Is this going to be on the test?", questions that imply the desire not to think. Most teachers in turn are not themselves generators of questions and answers of their own; that is, are not seriously engaged in thinking through or rethinking through their own subjects. Rather, they are purveyors of the questions and answers of others—usually those of a textbook.

We must continually remind ourselves that thinking begins with respect to some content only when questions are generated by both teachers and students. No questions equals no understanding. Superficial questions equal superficial understanding. Most students typically have no questions. They not only sit in silence, their minds are silent as well. Hence, the questions they do have tend to be superficial and ill-informed. This demonstrates that most of the time they are not thinking through the content they are presumed to be learning. This demonstrates that most of the time they are not learning the content they are presumed to be learning.

If we want thinking we must stimulate it with questions that lead students to further questions. We must overcome what previous schooling has done to the thinking of students. We must resuscitate minds that are largely dead when we receive them. We must give our students what might be called "artificial cogitation" (the intellectual equivalent of artificial respiration).

## Question Type

## Forces Us to

1	Purpose	Define our task
2	Information	Look at our sources of information as well as at the quality of our information
3	Interpretation	Examine how we are organizing or giving meaning to information
4	Assumption	Examine what we are taking for granted
5	Implication	Follow out where our thinking is going
6	Point of view	Examine our point of view and to consider other relevant points of view
7	Relevance	Discriminate what does and what does not bear on a question
8	Accuracy	Evaluate and test for truth and correctness
9	Precision	Give details and be specific
10	Consistency	Examine our thinking or contradictions
11	Logic	Consider how we are putting the whole of our thought together to make sure that it all adds up and makes sense within a reasonable system of some kind

Excerpted from *The Role of Questions in Teaching, Thinking and Learning*

<http://www.criticalthinking.org/pages/the-role-of-questions-in-teaching-thinking-and-learning/524>