



**Palliative  
Care  
Australia**

# CHCPA02A Plan for and provide care services using a palliative approach

## **TRAINER'S MANUAL**

Community Services Training Package (CHC02)

# SECTION 02: BEFORE YOU START

## 1 OUTLINE OF PROGRAM

These resources have been developed on the assumption that you will conduct 12 training sessions, each of between three and four hours duration. If your training program is longer or shorter, or the session length differs from this, you will need to adapt activities and timings accordingly.

The table that follows provides details of the material to be covered in each topic. This material can be copied and distributed to learners. Be aware that your organisation may have specific requirements in relation to the content of unit outlines, so you may need to modify the outline provided to meet those requirements, (for example, in relation to meeting Australian Quality Training Framework requirements, trainer contact details and assessment requirements must be included).

### 1.1 Topic plan

CHCPA02A *Plan for and provide care services using a palliative approach*

Topic number	Topic title	Content	Assessment activities
1	Introduction	<ul style="list-style-type: none"> <li>Unit outline</li> <li>Palliative care standards</li> <li>Definitions</li> <li>Forms of palliative care</li> <li>The palliative approach</li> </ul>	
2	Multidisciplinary care teams	<ul style="list-style-type: none"> <li>Members and roles</li> <li>Communication</li> <li>Value</li> </ul>	
3	Holistic care and care planning	<ul style="list-style-type: none"> <li>Holistic care</li> <li>Care planning</li> <li>Role of the multidisciplinary care team</li> </ul>	
4	Communication, collaboration and consultation	<ul style="list-style-type: none"> <li>Strategies to effectively involve the client, and family in care planning</li> <li>Embedding an awareness of the client, and family as a unit of care</li> </ul>	
5	Social, spiritual and cultural needs	<ul style="list-style-type: none"> <li>Recognising and supporting the social, spiritual and cultural needs of clients and their families</li> </ul>	Task 1
6	Understanding advance care planning	<ul style="list-style-type: none"> <li>The purpose of advance care planning and advance care directives</li> <li>Legal frameworks</li> </ul>	Task 2
7	Supporting quality of life choices	<ul style="list-style-type: none"> <li>Understanding quality of life</li> <li>The right of the client to support in their choices</li> </ul>	
8	Promoting comfort - pain management	<ul style="list-style-type: none"> <li>Pain management</li> <li>Understanding pain</li> <li>The role of the care worker in pain management</li> <li>Managing other common symptoms</li> </ul>	
9	Workplace visit	<ul style="list-style-type: none"> <li>Workplace visit or case study</li> </ul>	Task 3
10	End-of-life care	<ul style="list-style-type: none"> <li>Strategies in end-of-life care</li> </ul>	
11	Caring for the family	<ul style="list-style-type: none"> <li>Supporting the client's family during the last 48 hours of the client's life</li> <li>Post death and bereavement care</li> </ul>	
12	Caring for yourself and the team	<ul style="list-style-type: none"> <li>Developing skills and strategies to manage the emotional impact of the death of a client on you and the team</li> </ul>	Task 4

## 1.2 Introductions

At the start of each topic it is recommended that the trainer takes a few minutes to welcome the learners, introduce the topic and reflect on the learning from previous topics.

The following should be covered at the start of Topic 1 only.

Welcome

- Introductions.
- Housekeeping.
- Discuss what a palliative approach is and why it can benefit health care workers, clients and their families.
- Explain the development of the resources including the *Guidelines* and *PCA's Standards for Providing Quality Palliative Care for all Australians* to learners.
- Explain that this is a sensitive topic.
- Explain confidentiality.
- Give learners names of people to contact if they need help.
- Assessment requirements for the unit (including how assessment is organised and when it will occur).

## 1.3 Terminology

These resources often refer to 'family'. In the context of this manual, family is defined as 'those who are closest to the client in knowledge, care and affection. The family may include the biological family, the family of acquisition (related by marriage/contract), and the family of choice and friends (including pets)<sup>4</sup>. Based on this definition, family could include carers, friends, neighbours or other people. When 'family' is used in this manual, it includes these people.

# 2 PREPARATION FOR THE TRAINER

## 2.1 Questions to ask yourself

The following table provides questions to ask yourself prior to conducting each topic to ensure the learning activities best suit the needs of the audience you are to address.

### Questions to ask yourself

<b>WHY</b>	Why am I conducting this workshop? How comfortable am I with the subject matter and discussion of death and dying? Do I need more education and training myself about this? What knowledge of a palliative approach do learners have? Do they lack knowledge – is this their first time learning about this subject area? What do I need to focus on particularly in the training to ensure new knowledge as well as comfort with the subject matter?
<b>WHO</b>	Are the learners all from one profession? Would it be better to run the training with small groups e.g. all carers together or all disability service workers? What is a good number? What other factors do I need to consider – ethnicity, access and equity issues, e.g. rural learners? What style of learning are learners used to?
<b>WHAT</b>	What do learners need or want to know? How in-depth should the topics be if people ask questions? What do I want learners to achieve? What preparation do I need to do?
<b>HOW</b>	How long will the training sessions last? Do I need to break the topics up into shorter time frames? Do I need to adapt the workshop plans from the manual? Will there be time for everyone to complete the allocated activities? Do I want a co-trainer or guest speakers?
<b>WHERE</b>	Where will the venue be? Will people have to travel? Is the venue centrally located? Where can I obtain audiovisual equipment? Is the venue comfortable with all necessary facilities?
<b>WHEN</b>	When will the training take place? Does it clash with public holidays, school holidays? Have I chosen a time/day/evening suitable for my participant group? Will there be any economic loss to learners by attending?

## 2.2 Learners in the group

### Death and dying

This package focuses on the use of a palliative approach. It therefore deals with issues of death and dying. These issues are sensitive in our culture. It may be the first time that some learners have had the opportunity to talk openly about death and clients dying in their care. Your learners may include people who have had very bad experiences with loss and grief or may currently be dealing with loss and grief in their workplace.

4 Palliative Care Australia 2006 Standards for Providing Quality Palliative Care for all Australians. Canberra; Palliative Care Australia. p. 11

## TOPIC 3: HOLISTIC CARE AND CARE PLANNING

Covering holistic care sets the final piece in place for a relatively brief discussion of care planning processes. After this topic the focus shifts to care provision including the implementation of care plans.

### Elements and performance criteria covered in this topic

#### Element CHCPA02A/01 Plan a palliative approach to client care

- |     |   |
|-----|---|
| 1.2 | Contribute to the care plan to address client needs that may extend over time in a holistic way, not just end-of-life |
| 1.3 | Apply the principles and aims of a palliative approach in contributing to the development of the care plan            |

### Topic outline

This topic introduces more key components of the palliative approach – holistic care and care planning.

### Introduction

At the start of each training session it is recommended that the trainer takes a few minutes to welcome the learners, introduce the topic and reflect on the learning from previous topics. The following are suggestions for the start of this session:

- Outline the aim of this session.
- Discuss with learners their involvement in the development of care plans within their workplace.
- Encourage learners to access care plans from within their workplace, if possible and without breaching confidentiality guidelines (remind learners of the earlier discussions about privacy).
- Outline the topics to be covered, including information about the elements and performance criteria.
- Types of activities.

### Topic plan

Slide number and title	Activity	Learners' Resources
1. Introduction		
2. What is holistic care?	3.1 Brainstorm a definition of holistic care	8 Holistic care
3. Applying a holistic approach	3.2 Applying a holistic approach	
4. Your role in care planning		
5, 6 and 7. Characteristics of a care plan		
8 and 9. Why is a care plan beneficial?		
10. Ultimate purpose of care plans		
11. Sample care plans	3.3 Group discussion - sample care plans	9 Sample care plans
12. Conclusion and key points		

### Notes

This section of the resource provides the information contained in the notes section of each PowerPoint slide. We recommend these notes be customised to meet the needs of the trainer and learner for each delivery. The notes should not be viewed as a script or as prescriptive information but rather as suggestions to support and enhance delivery.

Slide number and title	Notes
1. Introduction	Revisit the learning from the previous topics and affirm learners' understanding of key concepts such as a palliative approach, multidisciplinary teams. Discuss with learners relevant workplace observations since the last session. Identify the elements and performance criteria to be addressed during this session.
2. What is holistic care?	Activity 3.1 Brainstorm a definition of holistic care
3. Applying a holistic approach	Activity 3.2 Applying a holistic approach

#### 4.3 Discussion - who is 'family'?

Using PowerPoint slide 8 to provide the prompts, conduct a group discussion to come up with a shared definition of 'family'. The points on this slide should be displayed one by one.

Encourage a broad rather than a narrow definition. Follow this activity by asking learners to consider the various styles of 'family' that their clients come from.

Brainstorm some characteristics of family. Identify the range of characteristics including those that are opposites.

Again, ask learners to work in smaller groups to share their experience of the different ranges of people that clients treat as family. The care team's notions of 'family' must be broad and inclusive to accommodate this variety. Finally display Slide 9 (Family is what the client says it is) and discuss the importance of working positively with the client's social and cultural expectations.

#### 4.4 Discussion – communicating with the family

Depending on the size of the group it may be better to break into smaller groups and identify reasons for communicating with the family.

Reasons may include:

- Allay their anxiety.
- Client may have cognitive impairment.
- They are included as part of the holistic approach.
- They bring information to the situation which may be of significance at this time.

There are many more which the group can explore.

Take this opportunity to explore the issues that families face and the ways in which care workers can support them through these issues.

#### 4.5 Brainstorm – barriers to communication

You may have the group consider a client they work with and their family, and the issues encountered in communicating with the family.

Discuss in groups what people may find as barriers to communicating with the family:

- Emotional burden.
- The stressors the family is experiencing.
- Differences in coping styles.
- Not having 'permission' to express their feelings.
- Guilt.
- Culture.
- Language barriers.
- Education levels.
- Not knowing what to ask.
- Not being there.
- Unable to accept what is happening.
- Not accepting the palliative approach.

Each group can share their thoughts at the end of the discussion.