



Australian Government

Training Modules for a Palliative Approach in Residential Aged Care



THE NATIONAL
PALLIATIVE CARE
PROGRAM

Training Modules for a Palliative Approach in Residential Aged Care



This publication was prepared by the Department of Health and Ageing to assist residential aged care facilities in working with the Guidelines for a Palliative Approach in Residential Aged Care.

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Disclaimer:

The Australian Government Department of Health and Ageing has provided the attached training modules to assist residential aged care homes to implement the 'Guidelines for a Palliative Approach in Residential Aged Care' and the 'Navigational Tool' for the 'Guidelines for a Palliative Approach in Residential Aged Care' (Australian Government Department of Health and Ageing, 2004).

Please note that these training modules do not meet the requirements of the Australian National Training Authority (ANTA), nor are they designed to be competencies, which can be met through the Vocational Education and Training sector. These modules are 'in-house' introductory training and may be adapted by each aged care home as required to meet the needs all levels of staff and management.

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Introduction

Background

The Australian Government Department of Health and Ageing (the Department) is providing these training modules to assist aged care homes to implement the 'Guidelines for a Palliative Approach in Residential Aged Care' (Australian Government Department of Health and Ageing, 2004).

The Guidelines can be accessed by calling 1800 020 787 or through the web at www.health.gov.au/internet/wcms/publishing.nsf/Content/Palliative+Care-1

The Department contracted Edith Cowan University to develop the Guidelines and a possible training framework for the implementation of the Guidelines. These training modules have built on those recommendations.

To support further implementation of a palliative approach in residential aged care the Department is working with Palliative Care Australia, the Community Services and Health Industry Skills Council and the Queensland University of Technology.

Palliative Care Australia (PCA) is currently working with the Department to develop a plan for national workshops for residential aged care staff regarding implementation of the Guidelines. The attached training modules will build on these workshops and support residential aged care educators in providing in-house training for staff to provide a palliative approach for residents.

The Community Services and Health Industry Skills Council (CSHISC) are working with the aged care sector to determine if a palliative approach in residential aged care should be incorporated in the Training Package for Aged Care Workers.

Queensland University of Technology are developing a Principles Paper for a Palliative Approach for Aged Care to be incorporated in the Undergraduate Nursing Curricula.

If you need further information regarding the Guidelines or the implementation strategy for the Guidelines please contact Mr Chris Nixon at Palliative Care Australia on (02) 6232 4433 or by email at chris@pallcare.org.au

Using the Training Modules

The training modules in this package may assist in implementing a palliative approach, by providing staff and management with an understanding of the benefits of such care. Additionally, in working through the modules, staff and management may also think about implementing or amending policies and procedures regarding a palliative approach in their aged care home.

It is recommended that the training be conducted by an educator who is qualified in workplace training and has knowledge regarding aged care and/or palliative care.

The modules align with the chapters of the Guidelines and it may be useful for the trainer to use the Guideline tables and scenarios to assist in the delivery of training. The time spent on delivery of each module will be at the discretion of the trainer and depend on the exposure that participants may already have to working within a palliative approach.

INDEX

MODULE		PAGE
MODULE 1	ORIENTATION TO A PALLIATIVE APPROACH	5
MODULE 2	ENGAGE IN PROFESSIONAL PRACTICE	6–7
MODULE 3	PROVIDE END-OF-LIFE CARE FOR THE RESIDENT AND BEREAVEMENT SUPPORT TO HIS/HER FAMILY	8–9
MODULE 4	CONTRIBUTE TO SYMPTOM MANAGEMENT	10–11
MODULE 5	PROVIDE PSYCHOLOGICAL, SOCIAL, CULTURAL AND SPIRITUAL SUPPORT TO THE RESIDENT	12–13
MODULE 6	CARE FOR SELF AND OTHER MEMBERS OF THE AGED CARE TEAM	15
MODULE 7	USE A PALLIATIVE APPROACH TO CARE FOR A RESIDENT WITH ADVANCED DEMENTIA	16–17
MODULE 8	PROVIDE A PALLIATIVE APPROACH TO INDIGENOUS AUSTRALIAN RESIDENTS	18

ORIENTATION TO A PALLIATIVE APPROACH

Purpose:

This module will assist staff in residential aged care to understand the concept of a palliative approach.

Learning Outcome 1

Demonstrates knowledge of the principles and philosophies of a palliative approach in residential aged care.

Assessment Criteria:

- 1.1 Outline the philosophy and aims of a palliative approach.
- 1.2 Discuss when a palliative approach may be implemented.
- 1.3 Identify the unique needs of residents in the palliative phase of ageing in residential aged care.
- 1.4 Describe how to identify the attitudes of resident and family/representatives regarding a palliative approach.
- 1.5 Discuss how own attitudes can impact on the provision of a palliative approach.

Learning Outcome 2

Identifies the role and needs of the aged care team when implementing a palliative approach.

Assessment Criteria:

- 2.1 Identify the roles of management and staff in an aged care team.
- 2.2 Outline the role of each member of the team when providing a palliative approach to residents.
- 2.3 Describe how the resident's needs and wishes can be communicated amongst the care team.
- 2.4 Discuss how and when a specialist palliative care team should be contacted.
- 2.5 Outline how the need for bereavement care and support for other residents, families and colleagues can be recognised and supported.

ENGAGE IN PROFESSIONAL PRACTICE

Purpose:

This module will assist staff in residential aged care to provide a palliative approach to residents in accordance with professional, legal and ethical practice requirements.

Learning Outcome 1

Uses Care Plans appropriately to provide a palliative approach to care.

Assessment Criteria:

- 1.1 Outline how a Care Plan is developed, implemented and evaluated when providing care and support to a resident.
- 1.2 Describe the function of 'advance care planning'.
- 1.3 Discuss when advance care planning is considered in providing care and support to a resident.
- 1.4 Discuss how the resident and family/representative can be involved in the care planning and advance care planning process.
- 1.5 State why it is necessary for a person to have legal authority to make care decisions on behalf of a resident.
- 1.6 Outline which resident documentation in the aged care home provides the contact details of the resident's chosen legal representative/s.

Learning Outcome 2

Practises in an ethical manner with the resident.

Assessment Criteria:

- 2.1 Outline relevant legislation, regulations and guidelines concerning privacy and how these impact on care provision.
- 2.2 Discuss policies and procedures in place for confidentiality and privacy.
- 2.3 Describe how a palliative approach can be incorporated into the philosophy and care practices of a residential aged care home.
- 2.4 State how workplace policies, procedures and regulatory requirements can be accessed.
- 2.5 Discuss how ethical decision-making in end-of-life care can be demonstrated within the scope of own responsibilities and skills.

Learning Outcome 3

Is accountable and responsible for own actions within a palliative approach.

Assessment Criteria:

- 3.1 Reflect on own performance and practice regarding a palliative approach.
- 3.2 Identify and review own strengths and weaknesses regarding palliative issues.
- 3.3 Describe how the limits of own knowledge, responsibility and experience impact on decisions and actions.
- 3.4 State how knowledge and skills for the provision of evidence-based practice in the area of a palliative approach can be sought and maintained.
- 3.5 Discuss when referral of care may be needed and how this decision is made.

PROVIDE END-OF-LIFE CARE FOR THE RESIDENT AND BEREAVEMENT SUPPORT TO HIS/HER FAMILY

Purpose:

This module will assist staff to develop the skills needed in providing end-of-life care to a resident and support for his/her family.

Learning Outcome 1

Supports resident and family in the loss, grief and bereavement process.

Assessment Criteria:

- 1.1 Discuss how culture impacts on attitudes to death and grieving.
- 1.2 Reflect on own attitudes about death and grieving and how this may influence care provision.
- 1.3 Describe the roles and responsibilities of members of the care team in caring for a resident who is dying.
- 1.4 State how questions about dying can be responded to appropriately within own scope of practice.
- 1.5 State how the family can be encouraged to be involved in the care of the resident if they wish to be.
- 1.6 Discuss how the resident and his/her family can be assisted through the dying process within the scope of the staff member's own responsibilities and skills.
- 1.7 Outline bereavement support services that are available for relatives and staff how these.

Learning Outcome 2

Maintains the dignity of a resident through the process of dying.

Assessment Criteria:

- 2.1 Discuss what is meant by 'dying with dignity'.
- 2.2 Describe how physical and/or psychological distress can impact on the dignity of a resident.
- 2.3 Outline possible interventions to ensure dignity for residents with physical and/or psychological distress.
- 2.4 Describe how the level of physical dependence or cognitive deterioration of a resident may impact on his or her dignity.

- 2.5 Outline possible interventions to ensure dignity for residents who are physically dependent and /or cognitively impaired.
- 2.6 State how culture and ethnicity can be considered when providing dignity maintaining interventions.
- 2.7 S state how a resident's care plan can reflect the interventions needed for maintenance of dignity during the dying process.

Learning Outcome 3

Provides care that neither hastens nor prolongs dying.

Assessment Criteria:

- 3.1 Discuss how culture impacts on attitudes to death and grieving.
- 3.2 Reflect on own attitudes about death and grieving and how this may influence care provision.
- 3.3 Describe the roles and responsibilities of members of the care team in caring for a resident who is dying.
- 3.4 State how questions about dying can be responded to appropriately within own scope of practice.
- 3.5 Discuss how the resident and his/her family can be assisted through the dying process within the scope of the staff member's own responsibilities and skills.
- 3.6 Outline bereavement support services that are available for relatives and staff and how these may be accessed.

Learning Outcome 4

Assists in care before and after death.

Assessment Criteria

- 4.1 State how an appropriate environment for the resident who is dying and his/her family can be provided.
- 4.2 Describe how practical and emotional support can be provided to the resident and family during imminent death.
- 4.3 Outline the policies and procedures of the aged care home, which are to be followed after death has occurred.
- 4.4 Discuss legal and cultural considerations regarding death of a resident.
- 4.5 Discuss how staff can support the resident's family after the death of the resident.
- 4.6 State how other staff, residents and volunteers are to be informed of a resident's death.
- 4.7 Provide details of bereavement support available for staff and management.

CONTRIBUTE TO SYMPTOM MANAGEMENT

Purpose

This module will assist staff to provide care for the physical symptoms commonly experienced by a resident in the palliative phase of ageing.

Learning Outcome 1

Implements planned care to achieve identified outcomes.

Assessment Criteria:

- 1.1 Discuss how the outcomes of a resident's care plan may change when a resident enters the palliative phase of ageing.
- 1.2 Describe the difference between a care plan and an advance care plan.
- 1.3 Discuss the legal and documentation requirements of an advance care plan.
- 1.4 State how care can be implemented as requested in the resident's advance care plan.
- 1.5 Discuss the importance of ongoing assessment in developing care plans and advance care plans.

Learning Outcome 2

Assists in managing the physical symptom of pain.

Assessment Criteria:

- 2.1 State how the resident's own perception of pain is used as the best assessment of their pain intensity when they are able to verbalise.
- 2.2 Describe how non-verbal signals and the advice from the resident's family can be used as an indicator of pain for residents with cognitive impairment, or an inability to verbalise.
- 2.3 Outline how an assessment of the resident's pain, using appropriate assessment tools, can be made, within the scope of own responsibilities and skills.
- 2.4 Describe a range of interventions for pain management.
- 2.5 State how misconceptions about the use of opioid medication by the resident and/or family can be addressed, within scope of own responsibilities and skills and in line with legal and policy requirements.
- 2.6 Outline a range of barriers to effective pain management.
- 2.7 State how information regarding the resident's level of pain and intervention needs should be communicated to the care team and the family.

Learning Outcome 3

Assists in managing physical symptoms other than pain.

Assessment Criteria:

- 3.1 Describe symptoms other than pain, which may affect the comfort of a resident.
- 3.2 State how appropriate assessment tools for fatigue can be utilised within the scope of own responsibilities and skills.
- 3.3 Outline options for non-pharmacological methods for relieving a resident's fatigue.
- 3.4 Describe how the resident's nutrition and hydration needs, appropriate to a palliative approach, can be determined by the care team in consultation with the resident and his/her family.
- 3.5 Discuss how decisions about artificial feeding and hydration can be made in accordance with the resident's wishes.
- 3.6 State what is meant by cachexia and how this is assessed.
- 3.7 Describe how cachexia can be managed in accordance with the resident's preference and with advice from the appropriate health professional.
- 3.8 State the signs and symptoms of dysphagia and by which health professional this is condition is assessed.
- 3.9 State why food and feeding techniques used for the resident with dysphagia must be in line with the resident's care plan.
- 3.10 Describe the importance of oral care in meeting resident comfort needs.
- 3.11 Discuss how skin integrity impacts on the comfort of a resident.
- 3.12 Outline how resident's bowel care requires individually tailored treatments, which take into account dignity and comfort of the resident
- 3.13 Describe what is meant by dyspnoea and how this is assessed and managed.
- 3.14 Discuss the importance of providing the resident and/or family with support and accurate information regarding symptom management.

PROVIDE PSYCHOLOGICAL, SOCIAL, CULTURAL AND SPIRITUAL SUPPORT TO THE RESIDENT

Purpose

This module will assist staff to provide psychological, social, cultural and spiritual support to the resident requiring a palliative approach and his/her family.

Learning Outcome 1

Provides psychological support to the resident.

Assessment Criteria:

- 1.1 Outline how mood changes, depression and/or anxiety can affect the psychological wellbeing of a resident.
- 1.2 State which health professionals assess and provide management strategies for mood changes, depression and/or anxiety.
- 1.3 Discuss the role of the care team in providing psychological support to a resident in the palliative phase of ageing.
- 1.4 Describe how the care plan can be used to communicate intervention strategies regarding the resident's psychological support needs.
- 1.5 Discuss the importance of respecting resident wishes regarding interventions.

Learning Outcome 2

Provides social support to the resident.

Assessment Criteria:

- 2.1 Describe how a palliative approach can consider a resident's social support needs.
- 2.2 State how feelings of social isolation can be responded to appropriately.
- 2.3 Outline how a palliative approach can support and respect a resident's relationships, intimacy and sexuality needs.
- 2.4 Describe how management and staff can ensure privacy for a resident.
- 2.5 Discuss the interactive effects of social support and physical and psychological wellbeing.
- 2.6 State to whom the resident and/or family can be referred for support when necessary.

Learning Outcome 3

Supports resident with spiritual needs.

Assessment Criteria:

- 3.1 Discuss how a palliative approach considers a resident's spiritual needs.
- 3.2 Discuss the interactive effects of spiritual and physical wellbeing.
- 3.3 State how the resident can be supported to continue their spiritual practices.
- 3.4 Describe how staff can have an open, non-judgemental attitude to residents' and families' spiritual beliefs and practices.
- 3.5 State to whom a resident and his/her family can be referred regarding spiritual needs.

Learning Outcome 4

Provides cultural support to the resident and family.

Assessment Criteria:

- 4.1 Discuss how a palliative approach considers the cultural needs and values of the resident and his/her family.
- 4.2 State how staff can demonstrate a respectful attitude to other culture's beliefs relevant to a palliative approach.
- 4.3 Describe how each resident can be treated as an individual, not as part of a homogenous social group.
- 4.4 State how to access interpreters in line with policies and procedures.
- 4.5 Discuss how information about a palliative approach can be provided in the language of choice for the resident and his/her family.

CARE FOR SELF AND OTHER MEMBERS OF THE AGED CARE TEAM

Purpose

This module describes the skills needed by the members of aged care team to self-care and to provide support to other members of the aged care team whilst providing a palliative approach.

Learning Outcome 1

Accesses bereavement support.

Assessment Criteria:

- 1.1 Discuss how the need for bereavement support can be recognised in self and other team members.
- 1.2 Discuss how members of the aged care team can provide bereavement support to each other.
- 1.3 State how members of the aged care team can access specialised bereavement support services when needed.

Learning Outcome 2

Manages stress in the workplace.

Assessment Criteria:

- 2.1 Discuss the concept of 'stress'.
- 2.2 Identify stressors in the workplace.
- 2.3 Consider personal stressors.
- 2.4 Outline the impact of personal stressors on the ability of a member of the aged care team to work effectively.
- 2.5 Identify a range of strategies to manage stress.

Learning Outcome 3

Supports other members of the aged care team.

Assessment Criteria:

- 3.1 Discuss how stressors may affect other members of the aged care team.
- 3.2 Discuss how workplace practices can be adapted where appropriate to alleviate the work stress for members of the aged care team.
- 3.3 Describe how other members of the aged care team can be supported through formal or informal processes.

USE A PALLIATIVE APPROACH TO CARE FOR A RESIDENT WITH ADVANCED DEMENTIA

Purpose

This module will assist staff to provide a palliative approach to residents with advanced dementia and his/her family, when the resident is in the palliative phase of ageing.

Learning Outcome 1

Meets the comfort needs of a resident with advanced dementia.

Assessment Criteria:

- 1.1 Discuss what is meant by 'advanced dementia'.
- 1.2 Describe how expressions of discomfort and pain may be communicated non-verbally.
- 1.3 State which member of the care team is able to assess residents with advanced dementia for pain and discomfort.
- 1.4 Discuss the importance of involving the resident's family and the aged care team in developing interventions for the resident's pain and discomfort.
- 1.5 Describe the importance of the care plan in communicating the resident's comfort needs.

Learning Outcome 2

Cares for the resident with advanced dementia.

Assessment Criteria:

- 2.1 Discuss how a palliative approach can be promoted in the aged care home to meet the special needs of the resident with advanced dementia.
- 2.2 Describe how the resident's preferences for quality-of-life concerns can be determined.
- 2.3 Outline how the resident can be assisted to maintain their quality-of-life through the maintenance of their functional mobility, if this is their wish.
- 2.4 Discuss how depression and/or anxiety may present in a resident with advanced dementia.
- 2.5 State which health professional/s can provide appropriate interventions for a resident that has advanced dementia and depression / anxiety.

Learning Outcome 3

Supports the family of a resident with advanced dementia.

Assessment Criteria:

- 3.1 Discuss how the resident's family can be encouraged in the assessment of the resident and in end-of-life treatment decisions.
- 3.2 State how the family can be encouraged to be involved in the care of the resident if they wish to be.
- 3.3 Discuss how staff can support the resident's family within the range of own responsibilities and skills.
- 3.4 Identify which health professional and/or member of the care team is responsible to provide the resident's family with information to enable them to make end-of-life treatment decisions.
- 3.5 Discuss how a resident's family's decision to withdraw from involvement in the care of the resident can be supported and respected.

PROVIDE A PALLIATIVE APPROACH TO INDIGENOUS AUSTRALIAN RESIDENTS

Purpose

This module will assist staff to be aware of the cultural needs of Indigenous Australian residents who require a palliative approach.

Learning Outcome 1:

Demonstrates an awareness of indigenous history and culture.

Assessment Criteria:

- 1.1 Describe how care practice can be sensitive to the culture of Indigenous Australians.
- 1.2 Discuss how to support the creation of safe environment for Indigenous Australians.
- 1.3 Discuss issues that may impact on Indigenous Australians living in residential aged care.

Learning Outcome 2:

Communicates effectively with Indigenous Australians.

Assessment Criteria:

- 2.1 Identify how effective communication strategies can be developed when caring for an indigenous resident.
- 2.2 Discuss how to manage any communication barriers which may exist.
- 2.3 Outline how to access assistance from interpreters if required, in accordance with policies and procedures.