

Topic 4: Workbook

Culture-centred care of people with life-limiting illnesses



To provide appropriate care that responds to the specific needs of people with life-limiting illnesses, it is important to recognise cultural considerations associated with end of life and bereavement.

Overview

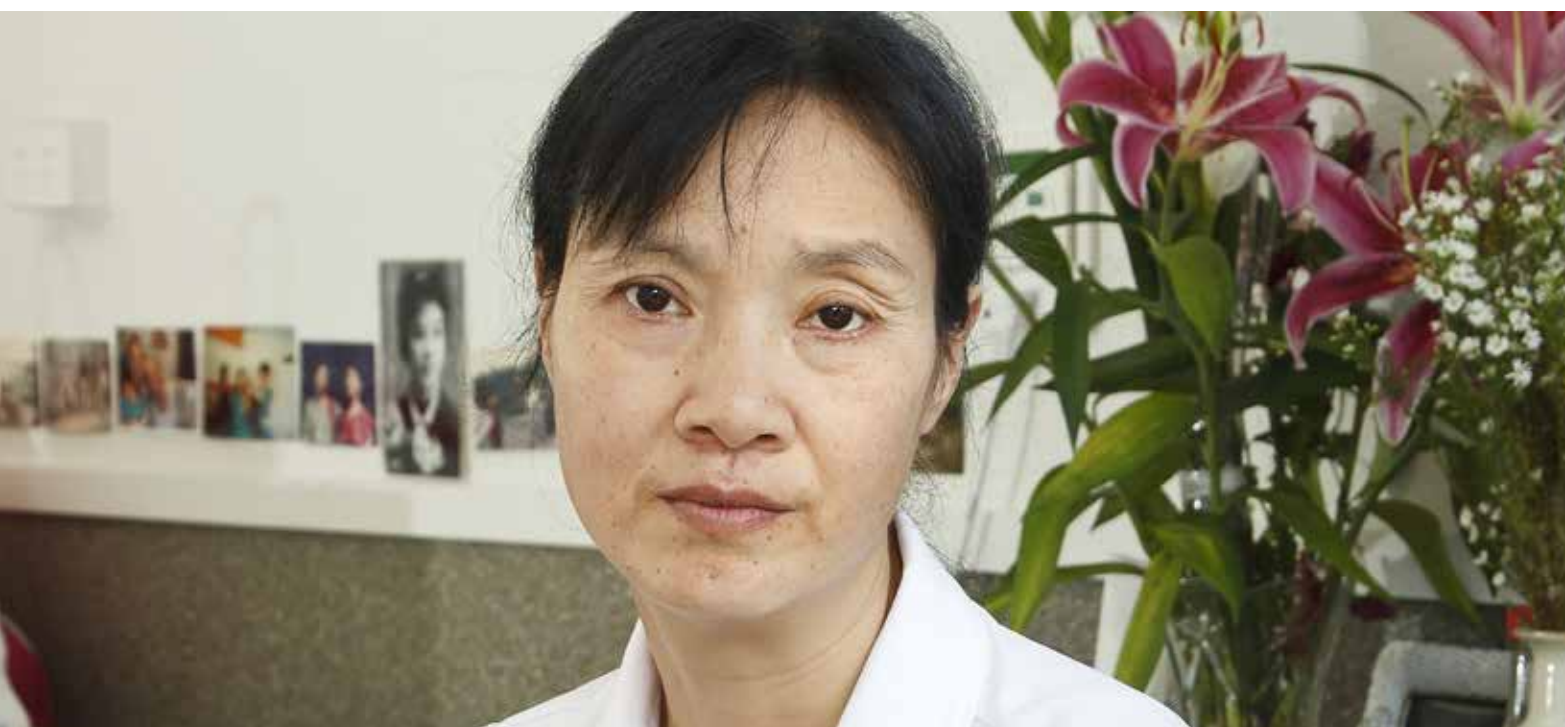
Topic 4: Culture-centred care of people with life-limiting illnesses will provide an opportunity to develop knowledge and skills associated with providing culturally-appropriate care for people with life-limiting illnesses.

Aims and objectives

This focus topic is based on the core principles of palliative care and is designed to supplement the learning activities in Module 1: Principles of palliative care.

After completing this focus topic, you should be able to:

- Understand the role of culture in contributing to individuals' experiences of living with a life-limiting illness
- Apply principles of culture-centred care when caring for people with life-limiting illnesses.



Topic 4: Workbook

Section 1: Diversity in contemporary Australian society

Activity 1: Diversity in Australian healthcare

Thinking Points

1. Think about someone you have cared for from one of the groups listed in Activity 1. What cultural considerations were associated with caring for them?

2. What were things you could have done to improve the situation?

Activity 2: Culturally diverse populations in Australia

Thinking Points

1. Reflect on your own culture. What are your beliefs? How do you respond when your beliefs are not consistent with others?

2. In your own words, describe the differences and similarities between cultural competence and cultural safety.

Activity 3: Amy's story

Thinking Points

1. Amy's family makes an appointment with you to discuss their concerns about Amy's memory and change in behaviour. Discuss what advice you would give them.

Topic 4: Workbook

Section 2: Culture-centred communication

Activity 4: Intercultural communication principles

Thinking Points

1. Consider the principles when communicating with a person whose second language is English. Outline strategies you would use to:
 - Say good morning and ask how they are feeling

- Explain how and why vital signs are taken

- Explain the goals of palliative care as opposed to active treatment

- Explain the purpose of an advance care plan.

 **Thinking Points** *continued*

2. Consider a scenario that requires an interpreter to be involved. What information would you give to the interpreter prior to commencing the interview with the person with a life-limiting illness?

Activity 5: Decision-making and care planning

Thinking Points

1. Discuss the impact that withholding truth about the person's condition can have:

- On a person with a life-limiting illness

- On their family

- On you.

2. How is collective decision-making accommodated in healthcare?

Topic 4: Workbook

Section 3: Providing person-centred care

Activity 7: Access to services and care

Thinking Points

1. List strategies that could be used to increase the uptake of healthcare services by people from culturally and linguistically diverse backgrounds.

2. Discuss education and support that would ensure everyone's cultural safety is met.

Activity 8: Symptom management

Thinking Points

1. Select one cultural group. Review some literature to describe the common traditional beliefs held about pain and other symptoms within that cultural group.

2. What are your cultural beliefs about this?

3. How would you take these beliefs into consideration in your practice?

Activity 9: Cultural and individual differences

Thinking Points

1. Discuss how staff attitudes about Amy, Mei and Erik's cultural practices would:

- Affect care provided to Amy and her family

- Impact on Amy and her family's psychological wellbeing.

2. What strategies could be used to educate healthcare professionals about cultural competence?

Activity 10: Understanding spiritual needs and sources of distress

Thinking Points

1. What issues should be considered in deciding whether artificial nutrition has a role in a person's care at end of life?

2. How does your culture grieve?

Topic 4: Workbook

Section 4: Support for people from culturally diverse backgrounds at end stages of life

Activity 11: End-of-life care

Thinking Points

1. Describe ways that you would accommodate requests for visits from a large number of family and community members in the journey to the end of life.

2. Is this similar to your culture?


Activity 12: Support for Amy's family at end of life

Thinking Points

1. What should be considered when preparing for the family meeting to support Erik and Mei for Amy's death?
2. Discuss various cultural ceremonies and rituals that may be practiced around the time of a person's death.
3. What might be some of the reasons that Dr Sayer would use the term 'passed away' rather than died?

Topic 4: Workbook

Section 5: Reflections on what you have learnt



It is essential for all healthcare professionals to develop the capacity for reflection and self-evaluation of their professional and personal experiences, and to consider how this can impact on themselves and others.

Consider the focus topic you have just completed and reflect on the following questions to assist with your ongoing development:

1. What key points have you learnt from the activities in this module that will help you in providing care for people affected by life-limiting illness and their families?

2. What specific strategies do you plan to incorporate as a graduate healthcare professional?

3. Do you see any difficulties using what you have learnt here as part of your practice as a healthcare professional? If so, what strategies might you use to address these difficulties?