

Educator Checklist - Using PCC4U Resources

<p>Step 1: Target Audience</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is the program for a specific profession? <ul style="list-style-type: none"> - Nursing, medical and allied health professionals are directed towards the PCC4U Core Module and Focus Topic resources - Enrolled Nurses are directed towards the PCC4U EN Toolkit - Care Workers / Assistants in Nursing are directed towards the PCC4U CW Toolkit (Coming soon) <input type="checkbox"/> Will your program be aimed at health care providers from a range of professions / roles? <ul style="list-style-type: none"> - Review content from the PCC4U Core Module and Focus Topic resources and identify a plan for key discussion points sessions where content overlaps - The table attached to this checklist, PCC4U Case study learning opportunities will be a helpful guide.
<p>Step 2: Knowledge Gaps</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct a formal or informal needs assessment (eg, survey, sticky notes or suggestion box) <input type="checkbox"/> Encourage staff to identify specific areas where they perceive knowledge or confidence gaps <input type="checkbox"/> Review the information collected to understand learning and teaching opportunities.
<p>Step 3: Learning Outcomes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the palliative care learning outcomes - What do learners need or want to achieve? <input type="checkbox"/> Collaborate with the healthcare team to obtain input and include relevance across all professions <input type="checkbox"/> Align learning outcomes with clinical care priorities by considering: <ul style="list-style-type: none"> - Local demographics and case mix - Knowledge and confidence gaps identified - Staff requests for specific education to support care they are providing - New staff orientating to the setting <p>When developing learning outcomes, consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> PCC4U graduate capabilities in palliative care <input type="checkbox"/> Professional practice requirements and scope of practice <input type="checkbox"/> Organisational practice and learning requirements <input type="checkbox"/> Other national standards which relate to quality care provision for people with life-limiting illnesses, including: <ul style="list-style-type: none"> - Aged Care Quality Standards - Australian Commission on Safety and Quality in Health Care (ACSQHC) National Safety and Quality Health Service (NSQHS) Standards (Version 2) - ACSQHC National Consensus Statement: Essential Elements for Safe and High-Quality End-of-Life Care - ACSQHC National Consensus Statement: Essential Elements for Safe and High-Quality Paediatric End-of-Life Care.
<p>Step 4: Develop learning</p>	<p>Develop an achievable teaching and learning approach using one of the following options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Option 1: Individual self-directed online learning: <ul style="list-style-type: none"> - For PCC4U Modules and Focus Topics - using online resources and PDF/print workbooks - For PCC4U Toolkits – provide access to our Palliative Care LMS. <input type="checkbox"/> Option 2: Face-to-face group sessions using selected PCC4U resources (see PCC4U Case study learning opportunities to assist with topic selection) <input type="checkbox"/> Option 3: Blended learning - a combination of individual self-directed and face-to-face sessions using selected PCC4U resources. <p>Consider accessing other reputable resources to supplement learning:</p> <ul style="list-style-type: none"> • CareSearch www.caresearch.com.au • End of Life Essentials https://www.caresearch.com.au/caresearch/tabid/3866/Default.aspx • QUT End of Life Law in Australia https://end-of-life.qut.edu.au/ • Advance Care Planning Australia https://www.advancecareplanning.org.au/

<p>Step 5a</p> <p>Deliver learning</p>	<p>Option 1: Self-directed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Set achievable completion dates for self-directed learning <input type="checkbox"/> Review the relevant PCC4U Curriculum Blueprints (ie, Core Modules and Focus Topics, EN toolkit, CW Toolkit) to identify specific content areas that align with desired learning outcomes <input type="checkbox"/> Select learning activities required for completion <input type="checkbox"/> Clearly outline expectations for completion of activities. For example: <ul style="list-style-type: none"> - Using the PCC4U resources: start Module 1 and work through in order (1 Module per month, 2 Topic sessions per month - total 6 months completion). - Using the PCC4U EN toolkit: start Topic 1 and work through in order (1 Topic per month - total 6 months completion). - Using the PCC4U CW toolkit: start Topic 1 and work through in order (1 Topic per month - total 6 months completion). <input type="checkbox"/> Provide ways for learners to engage as they progress through the resources (eg, online discussion forums, progress emails, articles/links of interest etc.) <input type="checkbox"/> Provide feedback for learners on responses to thinking points.
<p>Step 5b</p> <p>Deliver learning</p>	<p>Face-to-face and blended learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Diarise, plan resources and send out 'save the dates' to maximise attendance at face-to-face sessions. <input type="checkbox"/> Facilitate group discussion forums and workbook feedback sessions: <ul style="list-style-type: none"> - Run short discussion sessions using completed workbook sections to stimulate discussion - Encourage dialogue related to PCC4U case studies to add relevance to the discussion - Consider using PowerPoint presentations on specific topics. Contact the PCC4U team for examples. - Add segments of PCC4U videos directly into presentations and use workbook sections to address specific thinking points - Adapt existing PCC4U case studies to suit learning needs – create dialogue to run role plays or simulation sessions - Extend existing scenarios to add profession-specific roles and create additional complex presentations - Encourage dialogue related to current cases (consider patient/client confidentiality), anecdotes and lessons learnt to add relevance to the discussion. <input type="checkbox"/> Run the PCC4U Simulation eLearning (hosted on Palliative Care LMS): <ul style="list-style-type: none"> - Run the pre-brief video, prior readings and student session then reflect (pause video at segments and ask questions based on what could have been done better) - Run the educator session (with feedback) to stimulate further discussion - Select resources to best support learning - handover video, clinical documents and debrief video).
<p>Step 6</p> <p>Evaluation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Plan a feedback session on completion - remain open to valuable feedback and lessons learnt <input type="checkbox"/> Record content highlights and identify preferred learning styles for future sessions <input type="checkbox"/> Contact the PCC4U team to discuss use of PCC4U evaluation tools <input type="checkbox"/> Download <i>Records of Participation</i> (available with each Core Module / Focus Topic) for CPD records and celebrate / highlight achievements.

PCC4U Core Modules and Focus Topics - Case Study Learning Opportunities

<p>Module 1:</p> <p>Principles of palliative care will help learners develop the knowledge and skills needed to provide quality care to people affected by life-limiting illness.</p>	<p>William's Story (Bowel cancer)</p> <ul style="list-style-type: none"> • Illness trajectories • Diversity and cultural safety • Pain and symptom assessment and management • Difficult conversations • Advance care planning • Legal and ethical issues and end of life • Community care and care of people from lower socioeconomic groups
<p>Module 2:</p> <p>Communicating with people affected by life-limiting illnesses will help learners develop communication skills with people in this area.</p>	<p>Michelle's Story (Metastatic breast cancer)</p> <ul style="list-style-type: none"> • Breast cancer, metastases, palliative chemo/radiation therapy • Communication strategies in difficult situations (news of a secondary cancer diagnosis, end-of-life communication) • Communication between healthcare team and services • How to communicate with and support children of parents with life limiting illnesses, family support • Pain and symptom management (eg, pain, breathlessness) • End-of-life concerns, responding to loss, preparing for death • Identifying sources of psychological, social and spiritual support • Self-care strategies • Reflective practice
<p>Module 3:</p> <p>Assessing and managing symptoms will help learners develop the knowledge and skills required to identify the health needs of people affected by life-limiting illness, and develop an understanding of the principles for managing common symptoms.</p>	<p>Herbert's Story (Heart failure)</p> <ul style="list-style-type: none"> • Principles of assessment and management of common symptoms • Assessment tools • Evidence supporting palliative care interventions • Assessment and management of pain in palliative care • Focus on fatigue, dyspnoea and appetite
<p>Module 4:</p> <p>Optimising function in palliative care will help learners develop their understanding of how to provide support for people affected by life-limiting illness to live as fully as possible, for as long as possible.</p>	<p>Bob's Story (Motor Neurone Disease)</p> <ul style="list-style-type: none"> • Focus on fatigue; swallowing difficulties; altered mobility • Losses, grief and anger responses • Family meetings, supporting carers • Advance care planning • Role of allied health professionals in supporting function • Optimising community care • Bereavement

<p><u>Topic 1:</u></p> <p>Multidisciplinary care will help learners to develop the skills needed to work effectively within the context of a multidisciplinary team when providing care to people with life-limiting illnesses and their families.</p>	<p>Betty's Story (Chronic kidney disease)</p> <ul style="list-style-type: none"> • Patient-centred care planning • Multidisciplinary team meetings; advance care planning, • End-of-life care planning
<p><u>Topic 2:</u></p> <p>Caring for Aboriginal people with life-limiting illnesses will help learners develop the knowledge and skills needed to provide quality care, across various health care settings, to Aboriginal people with life-limiting illnesses and their families.</p>	<p>Tom's Story (Metastatic lung cancer)</p> <ul style="list-style-type: none"> • Aboriginal populations and community; return to country, traditional practices and beliefs • Aboriginal liaison officer, emergency department, family, • Breathlessness, pain assessment and management • Strategies and considerations when communicating with Aboriginal people and their families (listen to concerns)
<p><u>Topic 3:</u></p> <p>Caring for children with life-limiting illnesses will help you develop the knowledge and skills needed to provide care, across various health care settings, to children with life-limiting illnesses and their families/carers.</p>	<p>Emily's Story (Congenital heart defect)</p> <ul style="list-style-type: none"> • Cardiac disease, breathlessness, oxygen therapy, resuscitation plan • Impact of life-limiting illness on childhood development • Difficult conversations, family meetings, communicating with children with a life-limiting illness, grief and bereavement • Rural and remote considerations of care, siblings, schooling • Paediatric palliative care teams, financial aspects of care • Psychosocial care for children and families, spiritual care • eHealth - teleconferencing, interdisciplinary teams • Self-care for health professionals
<p><u>Topic 4:</u></p> <p>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 illness.</p>	<p>Amy's Story (Early onset Alzheimer's disease)</p> <ul style="list-style-type: none"> • Multicultural care, cultural safety, cultural and linguistic diversity • Residential aged care setting, coordination of interprofessional care • Strategies and considerations when communicating with people from a culturally and linguistically diverse background who are affected by life-limiting illness • End-of-life care and family wishes.