

# Curriculum Blueprint

## Care Worker Toolkit

2020

**PCC4U**

PALLIATIVE CARE  
CURRICULUM FOR  
UNDERGRADUATES

Funded by the Australian Government  
Department of Health



Topic 1  
Principles



Topic 2  
Supporting  
care



Topic 3  
Providing  
care



Topic 4  
End-of-life  
care



Topic 5  
Managing  
responses

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**BEN'S STORY** Meet Ben and Jan, his wife. Ben was diagnosed with lung cancer. He was treated with surgery and radiotherapy. Ben discusses his symptoms and how he is coping. He discusses the people who have supported him throughout his care.

# Topic 1

## The principles and aims of palliative care



Develop an understanding of palliative care as a holistic process and understand who is involved in providing palliative care.

**In this topic students will learn to:**

- Describe the philosophy and principles of palliative care
- Recognise the holistic needs of the person extending over time, not just at end of life
- Support the person, carers and family to express needs and preferences and report information to your supervisor
- Respect the family and carers as an integral part of the care team and ensure that they have the information and support needed
- Identify needs and issues outside the scope of your role and refer to a supervisor.

SESSION	AIM	LEARNING OUTCOME	CASE STUDY
1.1 The philosophy and principles of palliative care	Develop an understanding of the philosophy and principles of palliative care.	<ul style="list-style-type: none"> <li>■ Describe the philosophy, principles, benefits, and scope of palliative care</li> <li>■ List the people who could benefit from palliative care</li> <li>■ Discuss where palliative care takes place.</li> </ul>	
1.2 Needs in palliative care	Develop an understanding of the needs of people affected by life-limiting illness and strategies for supporting them.	<ul style="list-style-type: none"> <li>■ Describe the common needs of people affected by a life-limiting illness</li> <li>■ Describe support strategies for the person, family, and carers to express their needs and preferences.</li> </ul>	<p><b>Scene 1:</b> 4 min 4 secs Ben and Jan are visited by James, a Community Support Worker.</p>
1.3 The palliative care team	To develop an understanding of who provides palliative care – and the role of yourself and the family within the team.	<ul style="list-style-type: none"> <li>■ Identify the members of the palliative care team</li> <li>■ Discuss the role of family and carers in the care team</li> <li>■ Describe your role within the palliative care team</li> <li>■ Explain how to provide information and support to families and carers.</li> </ul>	<p><b>Scene 2:</b> 4 min 13 secs Ben reflects on the people that have supported him through his cancer diagnosis.</p> <p><b>Scene 3:</b> 0 min 51 secs Ben reflects on how his family has supported him through his ill-health.</p> <p><b>Scene 3a:</b> 1 min 25 secs Jan reflects on how she supports Ben.</p>

# Topic 2

## Supporting care



Develop an understanding of effective communication strategies to support the holistic needs of people with life-limiting illnesses and their family and carers.

### In this topic students will learn to:

- Support the person, their family and carers through the emotional impact of diagnosis
- Use a non-judgemental approach to ensure the person's holistic needs are supported, reported and documented in the care plan within the scope of your role
- Use supportive communication to show empathy, provide emotional support, encourage active participation and improve the person's quality of life
- Support the person, carers and family to express needs and preferences.

SESSION	AIM	LEARNING OUTCOME	CASE STUDY
2.1 Supporting the person after diagnosis	To explore the experience of the person being diagnosed with a life-limiting illness and their support needs after diagnosis.	<ul style="list-style-type: none"> <li>■ Describe the emotional impact of diagnosis on the person with a life-limiting illness, their family, and carers</li> <li>■ Describe evidence-based strategies to better understand sources of distress for people diagnosed with life-limiting illnesses.</li> </ul>	<p><b>Scene 4:</b> 4 min 26 secs Ben and Jan visit the doctor to find out the results of his recent tests.</p>
2.2 Supporting the person	Develop an understanding of the holistic needs of people affected by life-limiting illness and strategies for supporting them.	<ul style="list-style-type: none"> <li>■ Describe the common needs of people affected by a life-limiting illness</li> <li>■ Reflect on various meanings of dying and death in today's society and how they relate to a person's own experiences and needs</li> <li>■ Describe key concepts associated with cultural safety and human rights</li> <li>■ Identify elements of spiritual care when caring for someone with a life-limiting illness</li> <li>■ Describe support strategies for the person, family, and carers to express their needs and preferences and report information to the supervisor.</li> </ul>	<p><b>Scene 5:</b> 3 min 30 secs Ben discusses spirituality with Dan, the Palliative Care Nurse, before moving to the aged care home.</p>
2.3 Supporting communication	Develop an understanding of effective communication principles when interacting with people affected by life-limiting illness.	<ul style="list-style-type: none"> <li>■ Identify supportive communication strategies used to support the person's quality of life, pain management and comfort</li> <li>■ Communicate with the person, their family, carers, and significant others in a manner that shows empathy and provides emotional support</li> <li>■ Identify evidence-based strategies used to respond to the needs and concerns of people with life-limiting illnesses.</li> </ul>	



**BEN'S STORY** Ben has been diagnosed with a life-limiting illness and begins his palliative journey. He discusses the spiritual aspects of his life and the location where he would like to be cared for.

# Topic 3

## Providing care



To develop an understanding of the common symptoms people may experience, strategies to manage these symptoms and aspects of legal documentation required for palliative care.

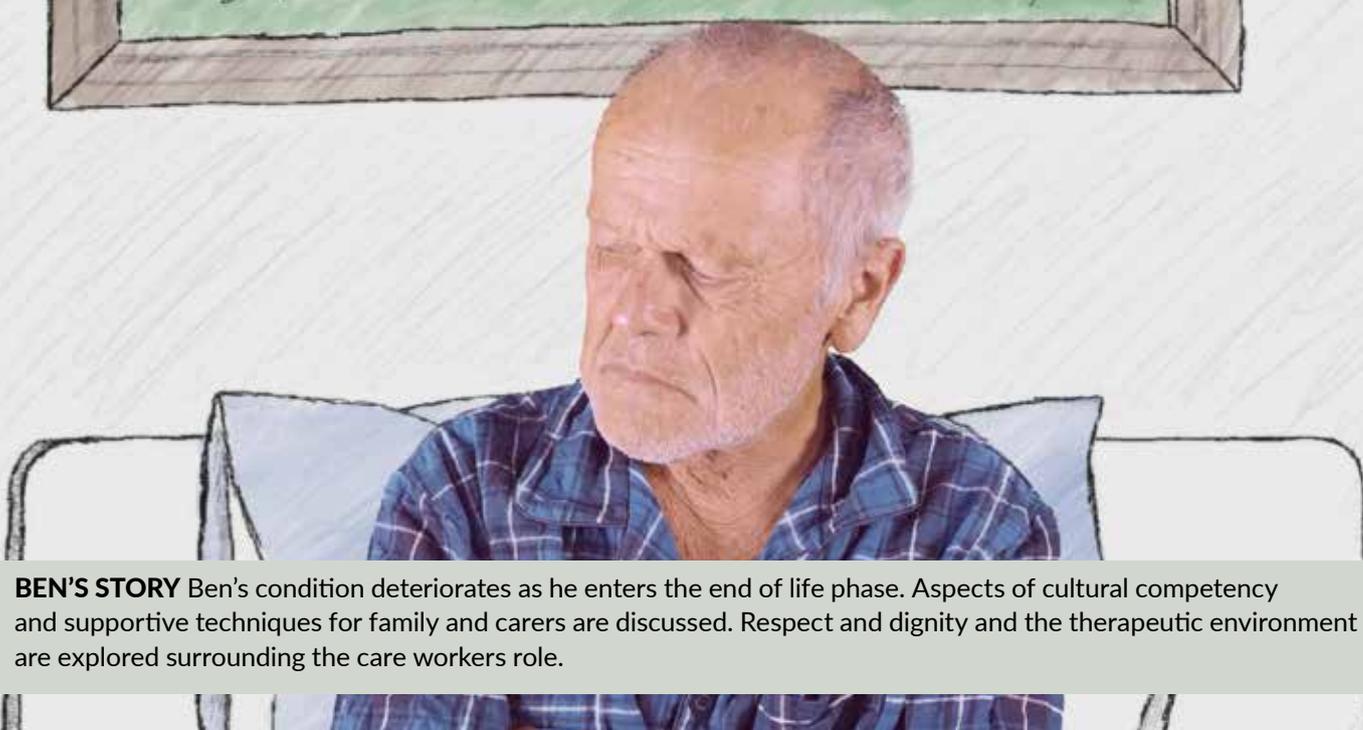
### In this topic students will learn to:

- Interpret and follow Advance Directives in the care plan in line with work role and organisation, legal and ethical requirements
- Comply with end-of-life decisions as documented in the care plan and in keeping with legal requirements
- Observe and document the person's pain and other symptoms in line with care plan responsibilities and promptly report to an appropriate member of the care team
- Evaluate and document the effectiveness of implemented strategies
- Implement strategies to manage pain and promote comfort in line with care plan and role
- Refer to an appropriate member of staff any misconceptions in the workplace surrounding the use of pain-relieving medication.

SESSION	AIM	LEARNING OUTCOME	CASE STUDY
3.1 Using care plans	Develop an understanding of documentation requirements and care plans.	<ul style="list-style-type: none"> <li>■ Describe the documentation requirements of caring for someone with a life-limiting illness</li> <li>■ Interpret and follow Advance Directives in the care plan in line with own work role.</li> </ul>	<p><b>Scene 6: 4 min 6 secs</b> Jenny, the care worker, discusses advance care planning with Ben.</p> <p><b>Scene 7: 1 min 18 secs</b> Jenny and Sally; Ben's care workers, discuss the importance of advance care planning.</p> <p><b>Scene 8: 2 min 0 secs</b> Ben and Jan discuss advance care planning and Ben's concerns about dying.</p>
3.2 Common symptoms in palliative care	To develop an understanding of the common symptoms in palliative care.	<ul style="list-style-type: none"> <li>■ Identify common symptoms in palliative care</li> <li>■ Observe and document the person's pain and other symptoms in line with responsibilities in the care plan</li> <li>■ Describe processes for evaluating and documenting the effectiveness of implemented care strategies</li> <li>■ Discuss the nutritional and hydration requirements for a person receiving palliative care.</li> </ul>	<p><b>Scene 9: 4 min 29 secs</b> Jenny uses the Symptom Assessment Scale to assess Ben.</p>
3.3 Supporting people with pain	To develop an understanding of pain management and comfort promotion strategies within your role definition.	<ul style="list-style-type: none"> <li>■ Implement strategies to manage pain and promote comfort in line with the care plan and role</li> <li>■ Describe processes for evaluating and documenting the effectiveness of implemented care strategies</li> <li>■ Be able to identify appropriate pain management techniques to promote comfort</li> <li>■ Be able to refer to the appropriate member of staff any misconceptions regarding pain medication usage.</li> </ul>	<p><b>Scene 10: 2 min 47 secs</b> Jenny, the care worker, supports Ben with pain management techniques.</p>

**BEN'S STORY** Ben discusses the principles of advance care planning. His care worker assesses his pain and assists with non-pharmacological pain management techniques.





**BEN'S STORY** Ben's condition deteriorates as he enters the end of life phase. Aspects of cultural competency and supportive techniques for family and carers are discussed. Respect and dignity and the therapeutic environment are explored surrounding the care workers role.

# Topic 4

## End-of-life care strategies



To develop an understanding of signs of deterioration and imminent death and strategies to support the person's changing needs.

### In this topic students will learn to:

- Provide a supportive environment to the individual, families and carers and/or significant others involved in their care at the end of life
- Respect and support the person's preferences and culture when providing end-of-life care according to the care plan and role
- Recognise any signs of the person's imminent death or deterioration and report to the appropriate member of the care team in line with organisation requirements
- Comply with end-of-life decisions as documented in the care plan and in keeping with legal requirements
- Deliver services in a manner that supports the right of individuals to choose the location of their end-of-life care
- Regularly check for any changes in the care plan that indicate decisions made by the person have been reviewed
- Provide a supportive environment to the individual, families, carers and/or significant others involved in their care at the end of life
- Respect and support the person's preferences and culture when providing end-of-life care according to care plan and role
- Maintain the dignity of the person when providing planned end-of-life care and care immediately following death.

SESSION	AIM	LEARNING OUTCOME	CASE STUDY
4.1 Amy's Story (Cultural competency at the end of life).	To introduce Amy, her background and diagnosis and respect and support her cultural needs end of life.	<ul style="list-style-type: none"> <li>■ Provide a supportive environment to the individual, families, carers and/or significant others involved in their care at the end of life.</li> <li>■ Respect and support the person's preferences and culture when providing end-of-life care according to the care plan and role.</li> </ul>	<b>Scene 10a:</b> 4 min 22 secs Introducing Amy and her family.

# Topic 4

## End-of-life care strategies *continued*

SESSION	AIM	LEARNING OUTCOME	CASE STUDY
4.2 Recognising the end-of-life phase	To develop an understanding of the signs of imminent death and requirements within your role description.	<ul style="list-style-type: none"> <li>Recognise any signs and symptoms of the person's imminent death or deterioration and report to an appropriate member of care team in line with organisation requirements.</li> </ul>	<p><b>Scene 11:</b> 2 min 25 secs Jenny, the care worker, identifies symptoms of Ben's deteriorating condition.</p> <p><b>Scene 12:</b> 4 min 21 secs Ben has deteriorated further and is receiving end-of-life care.</p>
4.3 Providing care at the end of life	To develop an understanding of end-of-life supportive care requirements as documented in the care plan including choice of location of end-of-life care.	<ul style="list-style-type: none"> <li>Comply with end-of-life decisions as documented in the care plan and in keeping with legal requirements</li> <li>Report the person's changing needs and issues, in relation to end of life, to the appropriate team member for documentation in the care plan</li> <li>Deliver services in a manner that supports the right of individuals to choose the location of their end-of-life care</li> <li>Regularly check for any changes on the care plan that indicate decisions made by the person have been reviewed</li> <li>Provide a supportive environment to the individual, families, carers and/or significant others involved in their care at the end of life</li> <li>Respect and support the person's preferences and culture when providing end-of-life care according to the care plan and role</li> <li>Maintain dignity of the person when providing planned end-of-life care and care immediately following death.</li> </ul>	<p><b>Scene 13:</b> 5 min 54 sec Jan and Jenny, Ben's care worker, discuss Ben's end-of-life care.</p> <p><b>Scene 14:</b> 6 min 11 sec After-death care, and care of the family.</p>
4.4 After-death care	To develop an understanding of how to maintain the person's dignity after they have died in accordance with the person's cultural, religious and spiritual needs.	<ul style="list-style-type: none"> <li>Maintain dignity of the person when providing planned end-of-life care and care immediately following death</li> <li>Provide consideration of cultural, religious and spiritual differences in relation to dying and death.</li> </ul>	
4.5 Supporting the family and carers	Develop an understanding of the strategies and resources to support families and carers when the person is at the end of life.	<ul style="list-style-type: none"> <li>Monitor the impact of the person's end-of-life needs, issues and decisions on families, carers and/or significant others and refer to appropriate member of the care team in line with organisation protocols to ensure they are supported</li> <li>Provide emotional support to other individuals, carers, families and/or significant others when a death has occurred in line with role.</li> </ul>	



**BEN'S STORY** Legal and ethical aspects of care are discussed. The importance of self-care is explored to identify and manage stress in the palliative care environment.

# Topic 5

## Managing your own emotional responses



To develop an understanding of your own emotional responses to ethical issues and to examine self-care strategies.

### In this topic students will learn to:

- Interpret and follow Advance Directives in the care plan in line with own work role and organisation, legal and ethical requirements
- Comply with end-of-life decisions as documented in the care plan and in keeping with legal requirements
- Follow organisation policies and procedures in relation to managing own emotional responses and ethical issues
- Identify and reflect on own emotional responses to dying and death and raise and discuss any issues or reactions with supervisor or appropriate person
- Raise any ethical issues or concerns with supervisor or other appropriate person
- Identify and action self-care strategies to address the potential impact of personal responses on self
- Access bereavement care and support of other team members as needed.

SESSION	AIM	LEARNING OUTCOME
5.1 Supporting ethics	To develop an understanding of the legal and ethical considerations for care at the end of life.	<ul style="list-style-type: none"> <li>■ Interpret and follow Advance Directives in the care plan in line with own work role and organisation, legal and ethical requirements</li> <li>■ Comply with end-of-life decisions as documented in the care plan and in keeping with legal requirements</li> <li>■ Follow organisational policies and procedures in relation to managing own emotional responses and ethical issues</li> <li>■ Raise any ethical issues or concerns with supervisor or other appropriate person</li> <li>■ Understand legal and ethical considerations for working in palliative care, including:               <ul style="list-style-type: none"> <li>■ privacy, confidentiality and disclosure</li> <li>■ dignity of risk</li> <li>■ duty of care</li> <li>■ human rights.</li> </ul> </li> </ul>
5.2 Self-care	To develop an understanding of self-care strategies and understanding how to support other team members.	<ul style="list-style-type: none"> <li>■ Identify and reflect on your own emotional responses to dying and death and raise and discuss any issues or reactions with supervisor or other appropriate person</li> <li>■ Identify and action self-care strategies to address the potential impact of personal responses on self</li> <li>■ Identify the need for bereavement care in self and others as needed.</li> </ul>

# About

## the Care Worker Toolkit

The Care Worker Toolkit is a suite of resources that have been designed to support learning in relevant Certificate III and IV healthcare training packages. It is aligned to the unit of competency CHCPAL001 Deliver care services using a palliative approach (Release 2).

There are five topics within the Care Worker Toolkit.

**Topic 1** – The principles and aims of a palliative approach

**Topic 2** – Supporting care

**Topic 3** – Providing care

**Topic 4** – End-of-life care strategies

**Topic 5** – Managing your own emotional responses.

The five topics focus on developing knowledge and understanding in palliative care and includes case studies, video clips and current evidence-based information.

A case study, with transcripts available, runs throughout the topics describing the palliative care journey.

Depending on desired learning outcomes, the learning resources can be used in whole, or in part and delivered in a range of different formats including:

- Blended learning
- Workshop activities
- Interactive tutorials
- Self-directed learning
- Lecture presentations
- Group discussions
- Team-based learning.

### Care Worker Toolkit implementation support

The Care Worker Toolkit hub at [pcc4u.org.au](http://pcc4u.org.au) includes a comprehensive and current compilation of resources to support the inclusion of palliative care in certificate level training packages.

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Please forward any feedback or comments to:

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