

Topic 2 Toolkit

Caring for Australian Indigenous peoples affected by life-limiting illness

2022

To provide quality care for people with life-limiting illnesses and their families, you need to be able to respond effectively to their specific needs.

Topic 2 Toolkit will support you to develop the knowledge and skills needed to provide quality care, across various settings, for Australian Indigenous peoples with life-limiting illness, and their families and communities.

Graduate capabilities: 1, 2, 3, 4

SECTION	ACTIVITY	VIDEO
1 Power, privilege and the place of healthcare - impacts on palliative care	1. Power and privilege 2. Racism in healthcare	9 min 18 sec
2 Australian Indigenous Cultures	3. Australian Indigenous peoples 4. Connection to Country and spirituality 5. Health and wellbeing	5 min 34 sec 3 min 42 sec
3 UNDRIP and the provision of palliative care	6. United Nations Declaration of the Rights of Indigenous Peoples 7. UNDRIP and health 8. Human rights and palliative care	10 min 27 sec 3 min 16 sec
4 Historical and ongoing trauma and barriers to palliative care	9. Historical trauma 10. Trauma, healing and resilience 11. Barriers to and enablers of palliative care	4 min 2 sec 3 min 36 sec 2 min 5 sec
5 Communication and family-centred care	12. Palliative care is holistic and family-centred 13. Communication 14. Advance care planning conversations 15. Symptom management	8 min 12 sec 16 min 12 sec 6 min 9 sec
6 Cultural considerations at the end of life	16. Cultural-responsiveness at end of life 17. Cultural practices and rituals	5 min 34 sec 11 min 38 sec
7 Reflections on what you have learnt		

Toolkit Video Summary for Educators

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Section 1: Power, privilege and the place of healthcare – impacts on palliative care

Activity 2. Racism in healthcare

Embedded video: ECU Indigenous Narratives: George's Story (9:18)

LINK: <https://youtu.be/UnLLA5oqXzQ>

George is a man from the Njaki, Njaki language group of the Noongar peoples in Western Australia. In this video he tells the story of his family's experience with end-of-life care.

Video Thinking Points:

- Watch the video of George's story and consider the following questions:
- What is important to him and his family at this time?
- How is this similar to, or different from, what would be important to you if you had a loved one at the end of life?
- What barriers can you identify (with reference to the content in this section) that influenced the end-of-life care experience for him and his family?
- In an ideal situation, how should the healthcare team have dealt with the situation described in this narrative?
- What changes could be made to this health service to ensure that they better accommodate families like George's in the future? For further information regarding this, refer to Activity 6.

Section 2: Australian Indigenous Cultures

Activity 3: Australian Indigenous peoples

Resource videos: Kinship

Learn more about various aspects of kinship by accessing the following video resources provided by the [National Centre for Cultural Competence](#):

LINK: <https://www.sydney.edu.au/nccc/>

- **Moiety** (3:02) – where society is divided into two halves and each descent group coexists with the other descent group, along matrilineal and patrilineal lines of descent.
- **Totems** (3:51) – natural objects which individual group members are responsible for – and find out how Totems define a person's role within a group.
- **Skin Names** (4:09) - how they provide information about a person's bloodline, how generations are linked and how this sets up systems of reciprocal relationships and responsibilities.
- **Lines of communication** (2:38) - connections across Nations and the types of protocols that Aboriginal and Torres Strait Islander communities use to get to know one another and work together.

Activity 4: Connection to Country and spirituality

Embedded Video: PCC4U / IPEPA Yarn: [Cultures, beliefs and the end-of-life journey](#) (5:34)

LINK: <https://youtu.be/CYSRTC1Z6kg>

This video excerpt provides a perspective on the diversity of cultures and beliefs around the end-of-life journey for Australian Indigenous peoples.

Video Thinking Points:

- Consider the strengths of Aboriginal and/or Torres Strait Islander culture and identify how these strengths would be of benefit for those affected by life-limiting illness?
- Reflect on some of the beliefs that Australian Indigenous peoples might have with regard to health and wellbeing, and the end-of-life journey.

Resource Videos: Country and Culture

Additional video resources in the 'Related Links' tab that provide further information on the links between land, Country and culture for Australian Indigenous peoples.

- [Importance of land](#) (2:18) <https://vimeo.com/195227028>
- [Who we are: Country/Place](#) (6:30) <https://www.youtube.com/watch?v=scPVu7BAsEa>
- [Cultural knowledge](#) (2:29) <https://iview.abc.net.au/video/RA1913H007S00>
- [What are song lines?](#) (1:52) <https://www.youtube.com/watch?v=kVOG-RKTFlo>

Activity 5: Health and wellbeing

Embedded Video: [Spirituality \(Dadirri\)](https://youtu.be/tow2tR_ezL8) (3:42)

LINK: https://youtu.be/tow2tR_ezL8

The strengths of Indigenous spiritual practices are being acknowledged in many parts of the world. In Australia, people from both Aboriginal and Torres Strait Islander and non-Indigenous backgrounds have embraced the Aboriginal spiritual practice of *Dadirri*, described by Elder, Dr Miriam-Rose Ungunmerr as 'deep listening and silent awareness' to support healing and wellbeing.⁷

Dadirri is from the Ngan'gikurunggurr and Ngen'giwumirri languages of the Aboriginal peoples of the Daly River region (Northern Territory, Australia).

Video Thinking Points:

- Watch the video resource 'Spirituality (Dadirri)' and engage in this brief meditation led by Elder, Dr Miriam-Rose Ungunmerr.

Resource Videos: Social and emotional wellbeing

Additional video resources in the 'Related Links' tab that provide further information on concepts of social and emotional wellbeing for Australian Indigenous peoples

- [Wellbeing – what Aboriginal people know? CULTURE](https://youtu.be/ml7ft2POIk) (8:35) <https://youtu.be/ml7ft2POIk>
- [Social and emotional wellbeing – Indigenous point of view](http://sharingculture.info/davids-blog/social-and-emotional-wellbeing-indigenous-point-of-view-by-clinton-schultz) (18:53) <http://sharingculture.info/davids-blog/social-and-emotional-wellbeing-indigenous-point-of-view-by-clinton-schultz>

Section 3: UNDRIP and the provision of palliative care

Activity 6: United Nations Declaration of the Rights of Indigenous Peoples

Embedded Video: [UN Declaration of the Rights of Indigenous Peoples \(10:27\)](#)

LINK: <https://youtu.be/bB2uZxekt-k>

This video provides an overview of the importance and impact of UNDRIP for Australian Indigenous peoples.

Video Thinking Points:

- Watch the video resource 'UN Declaration on the rights of Indigenous Peoples' developed by the Australian Human Rights Commission. As you watch this video, write down what you learn about the meaning of this historic document to Australian Indigenous peoples.

Activity 8: Human rights and palliative care

Embedded Video: [ECU Indigenous Narratives: Des's Story 2 \(3:16\)](#)

LINK: <https://youtu.be/KZdy20Qw26s>

Des is a man from the Badimaya language group in the mid-west of Western Australia. He is an Aboriginal health worker. In this video, he tells the story of an Elder and his end-of-life journey.

Video Thinking Points:

Watch the video of Des's story and consider the following questions:

- From the descriptions Des provides, what is important to the Elder he speaks about?
- What does Des highlight about the care that the Elder received in hospital?
- How were the rights to self-determination, dignity and palliative care supported in this story?

Section 4: Historical and ongoing trauma and barriers to palliative care

Activity 10: Intergenerational Trauma

Embedded Video: [Intergenerational Trauma](https://youtu.be/vlqx8EYvRbQ) (4:02)

LINK: <https://youtu.be/vlqx8EYvRbQ>

In situations where people do not have an opportunity to heal from trauma, they are likely to unknowingly pass it on to other family members and loved ones, especially children. Children can experience difficulties with attachment, disconnection from their extended families and culture and high levels of stress from family and community members who are dealing with the impacts of trauma.

This animated video, developed by the Healing Foundation, explains how intergenerational trauma is impacting Aboriginal and/or Torres Strait Islander communities.

Video Thinking Points:

- Watch the video resource 'Intergenerational Trauma' and consider the imagery and storytelling used in the video. How do these support your understanding of what health and wellbeing means for Australian Indigenous peoples, and the strengths of these cultures?

Resources Videos: Trauma, healing and resilience

Additional video resources in the 'Related Links' tab that provide further information on trauma, healing and resilience.

- [Journey of Health and Wellbeing](https://youtu.be/cDYGjkcjUdg) (10:44) <https://youtu.be/cDYGjkcjUdg>
- [Telling our Stories – Our Stolen Generations \(Jack Charles\)](https://youtu.be/t6VcAHly5NA) (3:17) <https://youtu.be/t6VcAHly5NA>

Activity 11: Barriers to and enablers of palliative care

Embedded Video: PCC4U/IPEPA Yarn: [Barriers to accessing palliative care](https://youtu.be/6H5Z436Xakk) (3:36)

LINK: <https://youtu.be/6H5Z436Xakk>

This video excerpt provides a perspective on the shared barriers experienced by Australian Indigenous peoples when it comes to accessing palliative care.

Video Thinking Points:

- View the PCC4U / IPEPA Yarning video resource, 'Barriers to accessing palliative care'. Identify practical ways through which you, as an individual health professional, can make a difference through the way you approach, communicate, accommodate, and build relationships and trust with Aboriginal and/or Torres Strait Islander people and their families.

Embedded Video: PCC4U / IPEPA Yarn: [Deep, genuine listening](#) (2:05)

LINK: <https://youtu.be/Y8jVR4gP9L8>

This video excerpt provides a perspective on the importance of deep, genuine listening in providing culturally-responsive palliative care for Australian Indigenous peoples.

Video Thinking Points:

- View the PCC4U / IPEPA Yarning video resource, 'Deep, genuine listening'. Identify practical ways through which you, as an individual health professional, can make a difference through the way you approach, communicate, accommodate, and build relationships and trust with Aboriginal and/or Torres Strait Islander people and their families.

Embedded Video: [Greg Chatfield's Story: An Indigenous Palliative Care Journey](#) (13:57)

LINK: <https://www.youtube.com/watch?v=B2ItSNXYC1U>

Greg Chatfield "Chatty", was a proud Aboriginal man with strong connections to Kamilaroi and Ngunnawal Country. He was diagnosed with motor neurone disease, a degenerative neurological condition, with limited life expectancy. He was initially very reluctant to engage with the palliative care service because of his past experience with institutions and mainstream health services, and because of his need to look after his mob as the Elder.

Video Thinking Points:

View the video 'Greg Chatfield's story' and reflect on the following questions:

- What were the barriers experienced by Chatty and his family with regard to accessing palliative care?
- What influenced or enabled the family to access palliative care after their initial reluctance?
- What benefits do Chatty and his family talk about from their experience of palliative care?
- Consider the statement that Ros (palliative care nurse specialist) made, "Chatty said, 'Thank you for making me feel safe'. I think for Chatty it was that he trusted me with cultural care as well. I didn't pretend to know what I should or shouldn't do, but I listened to him and he taught me what to do." What was it about the approach of healthcare staff that supported Chatty's feeling of safety in the palliative care service?

Section 5: Communication and family-centred care

Activity 12: Palliative care is holistic and family-centred

Resource videos: Communication and family-centred care

Additional video resources in the 'Related Links' tab that provide further information on communication and family-centred care.

- [Yarning about palliative care](https://www.youtube.com/watch?v=D9jKF8nTCQ8) (1:00) <https://www.youtube.com/watch?v=D9jKF8nTCQ8>
- [Aboriginal Palliative Care](http://www.palliativecarebridge.com.au/resources/aboriginal-palliative-care#modal-video) (10:22) <http://www.palliativecarebridge.com.au/resources/aboriginal-palliative-care#modal-video>

Activity 13: Communication

Embedded Video: [Tom's Story \(Part 1\) with expert commentary](https://youtu.be/zbupkWYuHz4) (8:12)

LINK: <https://youtu.be/zbupkWYuHz4>

In this PCC4U Case Scenario video, 'Tom' is a 55-year-old Aboriginal man with advanced lung cancer and multiple metastases. He has collapsed at home and taken to hospital by ambulance. He is admitted to the ward, extremely breathless. His disease is now end-stage. Tom's wife Cec and their son Jimmy are with him in the ward and Sarah, the nurse, is caring for them. She is worried about Tom's pain and breathlessness, and asks Nancy, the Aboriginal Liaison Officer for some advice on caring for Tom and his family.

This video has actors playing the various roles in the case scenario with expert commentary regarding the interactions added.

Video Thinking Points:

Review the video, 'Tom's Story (PART 1)' and consider the expert commentary:

- Reflect on your thoughts about the interaction and the comments made
- How have you felt when you have cared for a person whose cultural background was different to your own?
- Using the clinical yarning framework, rewrite one of the conversations between Tom and Sarah or Nancy to reflect the principles of the framework.
- What changes can you make in your approach to Aboriginal and/or Torres Strait Islander patients and families to improve communication?

Activity 14: Advance care planning conversations

Embedded Video: [Finishing Up – Advance Care Plans on Groote Eylandt](https://vimeo.com/280145675) (16:12)

LINK: <https://vimeo.com/280145675>

This video resource tells the story of how the Anindilyakwa people of Groote Eylandt in the Northern Territory have embraced advance care planning, supported by local healthcare professionals who have worked with them in a culturally safe and responsive way.

Video Thinking Points:

Review the video, 'Finishing up – Advance Care Plans on Groote Eylandt' and reflect on the approach of healthcare staff:

- What words do they use to talk about dying and death?
- How do they describe advance care planning?
- What are the important concepts that are explained?
- How do they show respect and cultural-responsiveness during this interaction? (Tip: you might find it helpful to go to Activity 12 to refresh your knowledge of key communication principles.)
- What kind of experience does this appear to be for the person and family involved?

Resource videos: Advance Care Planning

Additional video resources in the 'Related Links' tab that provide further information on advance care planning.

- [Taking care of dying time](https://www.youtube.com/watch?v=7d2gzy5kl8A) (4:11) <https://www.youtube.com/watch?v=7d2gzy5kl8A>
- [Discussing choices – Indigenous Advance Care Plans – A learning resource](https://palliativecare.org.au/discussing-choices-indigenous-advance-care-planning/) (26:41) <https://palliativecare.org.au/discussing-choices-indigenous-advance-care-planning/>

Activity 15: Symptom management

Embedded Video Resource: [Tom's Story \(Part 2\) with expert commentary](https://youtu.be/axbpUNJQKQE) (6:09)

LINK: <https://youtu.be/axbpUNJQKQE>

In this PCC4U Case Scenario video, the story of Tom and his family continues. Sarah and Nancy go to see Tom together. They talk about using morphine to help manage Tom's symptoms. Tom and his family talk about what is important to them.

Video Thinking Points:

Review the video, 'Tom's Story (Part 2)' and consider the expert commentary:

- Reflect on how you would approach a conversation about using morphine for pain and symptom management in a situation like this where there was an obvious reluctance
- Write down the explanations you would use as well as other communication techniques that demonstrate respect and support the person to feel culturally-safe.

Resource videos: Aboriginal and Torres Strait Islander Health Workers

Additional video resources in the 'Related Links' tab that provide further information on the role of Aboriginal and Torres Strait Islander Health Workers

- [Improving patient understanding: a unique and valued profession – Aboriginal and Torres Strait Islander Health Workers](https://www.youtube.com/watch?v=ALyoO3XsESs) (3:33) <https://www.youtube.com/watch?v=ALyoO3XsESs>

Section 6: Cultural considerations at the end of life

Activity 16: Cultural-responsiveness at end of life

Embedded Video: PCC4U / IPEPA Yarn: [Cultures, beliefs and the end-of-life journey](#) (5:34)

LINK: <https://youtu.be/CYSRTC1Z6kg>

This video excerpt (also part of Activity 4) provides a perspective on the diversity of cultures and beliefs around the end-of-life journey for Australian Indigenous peoples.

Video Thinking Points:

- Consider the strengths of Aboriginal and/or Torres Strait Islander culture and identify how these strengths would be of benefit for those affected by life-limiting illness?
- Reflect on some of the beliefs that Australian Indigenous peoples might have with regard to health and wellbeing, and the end-of-life journey.

Embedded Video: [ECU Scenario: Passing On](#) (4:54)

LINK: <https://youtu.be/PTdtWeN73Jc>

This scenario, inspired by the real stories and experiences of Indigenous people, shows the experience of an Aboriginal family whose father is dying in hospital. The interactions they have with the nurse provide important points for reflection.

Video Thinking Points:

Review the video, 'Passing On' and reflect on the following points:

- What is most important to the patient's daughter at this time?
- How does this differ from what is important to the nurse in the scenario?
- How could the nurse have improved her communication?
- In an ideal situation, how should the healthcare team have dealt with this situation?
- What changes could be made to the health service to better care for both Aboriginal and/or Torres Strait Islander people who are at the end of life? Consider both physical changes as well as policy changes.

Resource Video: Traditional Healing

Additional video resources in the 'Related Links' tab that provide further information on the role of traditional healers (Ngangkari).

- [Where traditional and modern medicine meet](#) (4:51) <https://youtu.be/q1hJ1fIMtU8>

Activity 17: Cultural practices and rituals

Embedded Video: [Final Footprints: Palliative Care Australia](https://palliativecare.org.au/final-footprints-my-culture-my-kinship-my-country/) (11:38)

LINK: <https://palliativecare.org.au/final-footprints-my-culture-my-kinship-my-country/>

This video provides some guidance on ways to approach interactions with Aboriginal and/or Torres Strait Islander people about dying and death. It supports learning about the cultures and traditions of Australian Indigenous peoples, particularly with regard to the end-of-life journey, and how healthcare professionals can

Video Thinking Points:

- View the [Final Footprints](https://palliativecare.org.au/final-footprints-my-culture-my-kinship-my-country/) video and outline the key points that are made about what may be important to Australian Indigenous peoples and their loved ones as they approach end of life.