



## TOPIC 4

# Culture-centred care of people with life-limiting conditions

**To provide appropriate care** that responds to the specific needs of people with life-limiting conditions, 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 conditions** will provide an opportunity to develop knowledge and skills associated with providing culturally appropriate care for people with life-limiting conditions.

### AIMS & 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 module, you should be able to:

- understand the role of culture in contributing to individual's experiences of living with a life-limiting condition
- apply principles of culturally centred care when caring for people with life-limiting conditions.

## SECTION 1

## Diversity in contemporary Australian society

### ACTIVITY 1: Diversity in Australia health care

#### THINKING POINTS

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

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

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### 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?

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**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:

a) Say good morning and ask how they are feeling

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b) Explain how and why vital signs are taken

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c) Explain the goals of palliative care as opposed to active treatment

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d) Explain an Advanced Health Directive order.

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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 condition?

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### ACTIVITY 5: Decision making and care planning

#### THINKING POINTS

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

a) On a person with a life-limiting condition

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b) On their family

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c) On you.

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2. How is collective decision making accommodated in health care?

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**ACTIVITY 6: Amy is admitted to an aged care facility**



**THINKING POINTS**

1. What are some of the fears and concerns that Erik and Mei might be facing as carers, while caring for Amy at home.

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2. What information would you provide the medical interpreter with, prior to her first meeting with Amy, Erik and Mei at the Aged Care facility?

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**ACTIVITY 7: Access to services and care****THINKING POINTS**

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

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

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**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.

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2. What are your cultural beliefs about this?

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

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## ACTIVITY 9: Cultural and individual differences



### THINKING POINTS

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

a) Affect care provided to Amy and her family

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b) Impact on Amy and her family's psychological well-being

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

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## 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?

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2. How does your culture grieve?

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## 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.

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2. Is this similar to your culture?

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### 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 passing?

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2. Discuss various cultural ceremonies and rituals that may be practiced around the time of a person's death.

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3. What might be some of the reasons that Dr Sayer would use the term 'passed away' rather than died?

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