

How to have difficult conversations

The PCC4U modules are freely available online and can be tailored to suit your curriculum to address your end of life care considerations within your discipline. This month we are highlighting a recommendation within the recently released [Inquiry into end of life choices: Final report](#) (Parliament of Victoria, 2016).

RECOMMENDATION 20: That the Victorian Government, in consultation with key stakeholders, design a strategy to ensure an appropriate level of high quality palliative care curriculum content in medical, nursing and allied health degrees, including how to have conversations on end of life care with patients.

The Palliative Care Curriculum for Undergraduates (PCC4U) is an established program which supports the inclusion of the principles and practice of palliative care in all health care training. The suite of evidence-based student and facilitator resources can be used to support learning and teaching for students from any discipline. PCC4U resources support the development of graduates in the health professions who, within the scope of practice of their profession, are able to demonstrate the graduate capabilities in palliative care.

A number of the PCC4U resources focus on *How to have difficult conversations*. The following list demonstrates how the PCC4U content can be flexibly adapted to suit your discipline and woven into your curriculum to better address these principles.

PCC4U Module 2 - Communicating with people with life-limiting illnesses	
Utilise the thinking points to stimulate discussion about conversations to be had at end of life, relevant to your discipline.	
Supportive communication Principles of effective communication when interacting with people with life limiting illnesses and their families	Activity 3 Communication principles Outline key strategies that can be used when communicating with a person with a life-limiting illness and their family
	Watch the expert opinion piece where a General Practitioner is describing some key strategies for communicating challenging news to patients.
Supportive communication Breaking bad news to patients and their families	Activity 4: Receiving distressing news This activity utilizes a video vignette to demonstrate a conversation on the significance of results and what they mean for prognosis and further treatment.
Communicating with children How to communicate and support children of parents with life-limiting illnesses	Activity 7: How to communicate with children The factors affecting a child's responses to a parent's diagnosis of a life-limiting illness
	Activity 8: Raising concerns Strategies to address concerns related to difficult conversations with children

<p>Providing person-centred support Providing support and identifying concerns</p>	<p>Activity 9: Understanding sources of distress Giving people the chance to express how they feel about their losses and concerns can often help them cope</p>
<p>The spiritual dimension of care Understanding person's wishes & acknowledging spiritual concerns in conversations with people nearing end of life</p>	<p>Activity 12: Spiritual conversations Reviewing what support is needed in preparing for end of life</p>
<p>Support for people at the end stages of life Specific concerns about the end stages of life and how to provide information and support at this time</p>	<p>Activity 13: End-of-life concerns Providing support and information</p>
	<p>Activity 14: Preparing for Michelle's death Approaches for discussing how it will be at end of life with carers; the process of dying and what to expect</p>
<p>Focus Topics To support learning about palliative care in specific populations and contexts</p>	
<p>Focus topic 2: Caring for Aboriginal people with life limiting illnesses Caring for Aboriginal people with life-limiting conditions</p>	<p>Activity 4: Communication principles when caring for Aboriginal people Consider culturally safe communication strategies to incorporate patient and family education relevant to your discipline.</p>
<p>Focus topic 4: Culture-centred care Culture-centred care of people with life-limiting conditions</p>	<p>Activity 4: Intercultural communication principles Explore principles for communication, use of professional interpreters, resources to assist communication</p>
	<p>Putting principles into practice In line with your specific discipline, consider a scenario that requires an interpreter</p>

The PCC4U resources describe the impact of life limiting conditions and allow learners to adapt the resources to their own specific discipline to explore the benefits of introducing timely palliative care and the principles of supportive care interventions for patients with a life limiting illness, using video prompts; thinking points and learning activities.

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Request PCC4U resources

Packs include an implementation guide, student workbook, principles of implementation, curriculum blueprint, fact sheet, DVD and USB.

Did you know that you can contact the team any time to request resources to be posted out anywhere in Australia to support implementation of palliative care education and training using PCC4U? Two easy options.

- Email us - pcc4u@qut.edu.au
- Complete the "[Request a resource pack](#)" form via the link on the PCC4U website

www.pcc4u.org
