

NEWSLETTER

PCC4U

PALLIATIVE CARE
CURRICULUM FOR
UNDERGRADUATES

Funded by the Australian Government
Department of Health

The PCC4U project directly articulates with goals one, two and five of the National Palliative Care Strategy 2010. Find out more about the strategy at:

<http://www.health.gov.au/internet/publications/publishing.nsf/Content/ageing-npcs-2010-toc>

The PCC4U project team, based at Queensland University of Technology, is:

Director

Prof Patsy Yates

National manager

Ms Kylie Ash

National clinical educator

Ms Christine Howard

National clinical educator (VET Sector)

Ms Christine Wall

Senior research assistant

Mrs Lynda Carnew

Contact us

Kylie Ash

E: k.ash@qut.edu.au

T: 07 3138 6128

Christine Howard

E: c.howard@qut.edu.au

T: 07 3138 0450

Christine Wall

E: christine.wall@qut.edu.au

T: 07 3138 6030

E: pcc4u@qut.edu.au

Order resources or subscribe by following the links on the home page at www.pcc4u.org

Welcome...

Welcome to the Palliative Care Curriculum for Undergraduates (PCC4U) newsletter. The PCC4U project aims to improve the skill and confidence of the health workforce to support people with palliative care needs. These aims are being achieved through promoting the integration of palliative care training within all health undergraduate and entry to practice courses in Australia. At 31 December 2016, 78.5% of entry to practice courses are implementing or reviewing the PCC4U learning resources.

A refresh of the current PCC4U learning resources is underway. This review will ensure PCC4U remains contemporary and relevant for all health professionals in Australia. All users of PCC4U are encouraged to contact us with feedback where gaps and opportunities to improve the resource have been identified.

A new Simulation Scenario eLearning Module will be launched in June to add to our suite of resources. Further information about this module is described later in this newsletter.

Our team is working with an eLearning developer to build an interactive suite of eLearning sessions within the PCC4U Enrolled Nurse Toolkit. The PCC4U team is also working closely with stakeholders in the Vocation Education and Training Sector to develop this toolkit. The first three modules in the toolkit will be released in June 2017.

Do you care for children with life limiting conditions? PCC4U Focus Topic 3 explores Emily's story and is summarised later in this newsletter.



The PCC4U project is led by Queensland University of Technology (QUT) in conjunction with the Queensland Government, Flinders University and Curtin University of Technology.

More information about the project team, project advisory group and project governance is at www.pcc4u.org

New PCC4U Simulation Scenario eLearning Module



Available June 2017

PCC4U has developed a Simulation Scenario eLearning Module which aims to develop students' palliative care capabilities. The palliative care simulated scenario is based upon use of an advanced patient simulator using a mannequin, associated software and clinical laboratory set up. The eLearning Module contains instructions, videos and clinical documents required to implement and facilitate a palliative care simulated learning activity. The learning activities focus specifically on developing PCC4U capabilities relating to assessment and management of symptoms and communication in the context of existential challenges. The scenario and accompanying activities align with best practice policies and procedures for implementing student centred simulation activities, including scenario set up and student and facilitator pre-briefing and debriefing. The scenario itself can be refined and expanded to meet the learning needs of particular student groups and disciplines.

Implementing a simulation scenario requires planning. This resource provides a framework and underpinning content to support those new to simulation. The module takes the teaching staff step-by-step through the simulated learning experience.

Elements of the eLearning module (including videos and clinical documents) can be used as a teaching and learning resource in the simulated environment as well as in face to face and distance education. Focus of learning:

- Assessing and managing pain
- Communicating with people with life-limiting conditions
- Working effectively in a team

The Simulation Scenario eLearning Module will be available for upload directly into your learning management system. Additionally, teaching staff may register for a login to access the module via the PCC4U website.

Palliative Care Simulation Scenario	Introduction	Learning Outcomes	Pre-reading	Setting	Background
Information	Student Learning Outcomes				
	<i>Broad capabilities</i>				
Scenario Set-up	<ol style="list-style-type: none"> 1. Understand principles for providing palliative care for people with life limiting illnesses. 2. Apply principles of effective communication in the context of palliative care. 3. Work effectively as a team member in providing palliative care. 				
Clinical Documents	<i>Specific learning outcomes</i>				
Handover Video	<ol style="list-style-type: none"> 1. Identify the principles for assessment and management of clinical and supportive care needs in a palliative care context. 2. Identify strategies to facilitate effective communication in the context of an individual's response to loss and grief, situational uncertainty and changing goals of care. 3. Identify factors that facilitate effective team work when caring for individuals with a life limiting condition. 				
Session Example Videos					

Palliative Care Simulation Scenario	View Individual Documents	Download All Documents
Information	View Documents	
	Click on each of the menu items to view the individual documents	
Scenario Set-up	Medication record	01 Acute resuscitation plan
Clinical Documents	Fluid balance	02 03 Intravenous fluid order
	Patient care record	04 05 Observation chart
Handover Video	Progress notes	06 07 Risk assessment
Session Example Videos		08 09 Blood Glucose Record

PCC4U Project Update

The project team systematically contacts, supports and records the participation of entry to practice health courses using the PCC4U resources. The number of courses included in reporting is scoped yearly and updated to reflect new and discontinued programs. At 30 December 2016, 205 courses were identified as having a primary focus on preparing health professionals for entry to practice in the health professions. 78.5% of these courses are implementing or reviewing the PCC4U learning resources. Figure 1 shows how implementation rates have steadily increased over the last six years. Academic staff nationally are to be congratulated for facilitating this uptake. Figure 2 demonstrates opportunities to enhance implementation in some allied health and medical programs (December 2016). The PCC4U team will continue to work with these groups into the future.

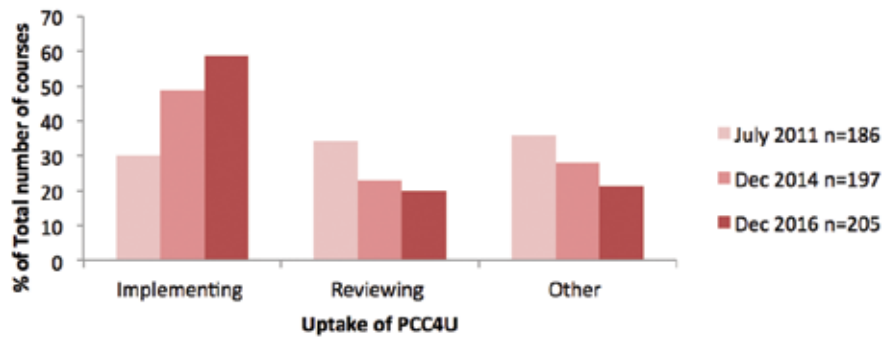


Figure 1: Comparison of course implementation rates 2011-2016

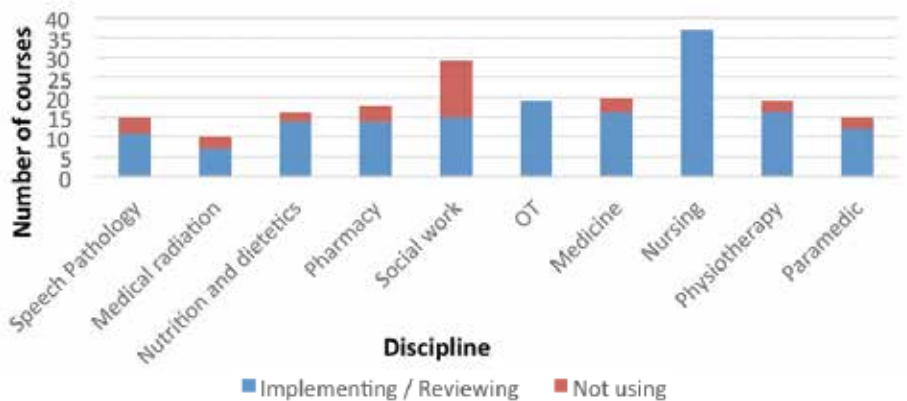


Figure 2: PCC4U implementation by key disciplines (Dec 2016)

News from our partners

ACPTalk supports health professionals in advance care planning with people from different cultural backgrounds

Religious and cultural values are important in advance care planning (ACP) with The National Framework for Advance Care Directives advocating cultural appropriateness.

The Centre for Nursing Research at Cabrini Health, in collaboration with external stakeholders has developed a national website, ACPTalk, to assist health professionals in conducting advance care planning conversations.

The website was developed with contribution from 38 religious and cultural leaders, and content reviewed by representatives of 19 religious and cultural organisations nationwide and 22 other interested stakeholders.

Benefits to you as an undergraduate and for the future:

- Advance care planning search function – religion specific information
- Comprehensive and easy to use from any device
- FREE access
- Conversation starter help – example discussion scripts
- External links to advance care planning content

Go to www.acptalk.com.au

The ACPTalk team value and welcome feedback via the ACPTalk Website Survey.



For sensitive religious and cultural advance care planning

This project was funded by the Australian Government Department of Health

PCC4U Learning Resources

PCC4U supports the inclusion of palliative care into health care training through the provision of a suite of evidence-based learning resources.

The core modules articulate with the graduate capabilities in palliative care:

- **Module 1:** Principles of palliative care
- **Module 2:** Communicating with people with life-limiting illnesses
- **Module 3:** Palliative assessment & intervention
- **Module 4:** Optimising function in palliative care

The focus topics aim to support the care of specific populations with life-limiting illness and the provision of palliative care in a variety of contexts:

- **Topic 1.** A multidisciplinary approach in palliative care
- **Topic 2.** Caring for Aboriginal people with life-limiting conditions

- **Topic 3.** Caring for children with life-limiting conditions
- **Topic 4.** Cultural diversity and palliative care

All PCC4U learning modules and topics are freely available on the project website. Materials to support use of the resources across a variety of disciplines and learning contexts include:

- an implementation guide, with all the module and topic learning content
- a curriculum blueprint, that provides a snapshot of module and topic content
- a workbook, with all module and topic thinking points
- a USB containing the module and topic videos, guides and supporting documents.

Contact us to discuss implementation of the PCC4U resources and to receive copies of the supporting materials - pcc4u@qut.edu.au.



Focus on Topic 3: Caring for children with life-limiting conditions

Within this module, learners can develop knowledge and skills to provide care, across various health care settings, for children with life-limiting conditions and their families. Content within this module provides learning opportunities relevant for all health disciplines, including impact of life-limiting conditions on childhood development, grief and bereavement, congenital heart defects, difficult conversations, financial aspects of care, rural and remote considerations of care, paediatric palliative care teams, psychosocial and spiritual support.

The content of the module has been further broken down to highlight key discipline specific learning opportunities.



Discipline	Herbert's Story – content and suggestions
Medicine	Heart defect assessment and management; difficult conversations with children with life-limiting conditions and their families; options with symptom management
Nursing	Community care; assistance with maintaining independence in own home; discussing end-of-life preferences
Nutrition and Dietetics	Diet and nutritional advice for cardiac disease and for developmental stages in children; promoting positive feeding experiences; supporting decisions around eating and drinking for quality of life
Occupational Therapy	Mobility and practical assistance to stay at home as long as possible; working with school to tailor activities appropriate for Emily; providing appropriate adaptive equipment; fatigue management and relaxation; memory making
Pharmacy	Pain medication and management; counselling on medication and lifestyle advice; investigating drug compatibilities
Physiotherapy	Assisting Emily with functional movement; breathing, coughing and respiratory rate; exercise for muscle strength and joint range; pain management, fatigue management and relaxation
Psychology	Family dynamics; dealing with stressful situations
Social Work	Financial support and services; rural and remote considerations and support; counselling; advocating for Emily and her family in team meetings; supporting Emily and family; making referrals
Speech Pathology	Facilitate and optimise communication; Link to resources; supporting decisions in collaboration with Dietetics staff around eating and drinking for quality of life
Other disciplines such as Music, Art and Child-life Therapists	Engaging in play or meaningful activities; providing diversion from pain; facilitating relaxation techniques; promoting a spiritual connection; promoting sense of self through creative self-expression.