

# FOUNDATIONS IN PALLIATIVE CARE

A PROGRAMME OF FACILITATED LEARNING FOR CARE HOME STAFF AND HOME CARERS



Edinburgh, Dundee, March 2015



Orkney Day Centre, Stromness, September 2018



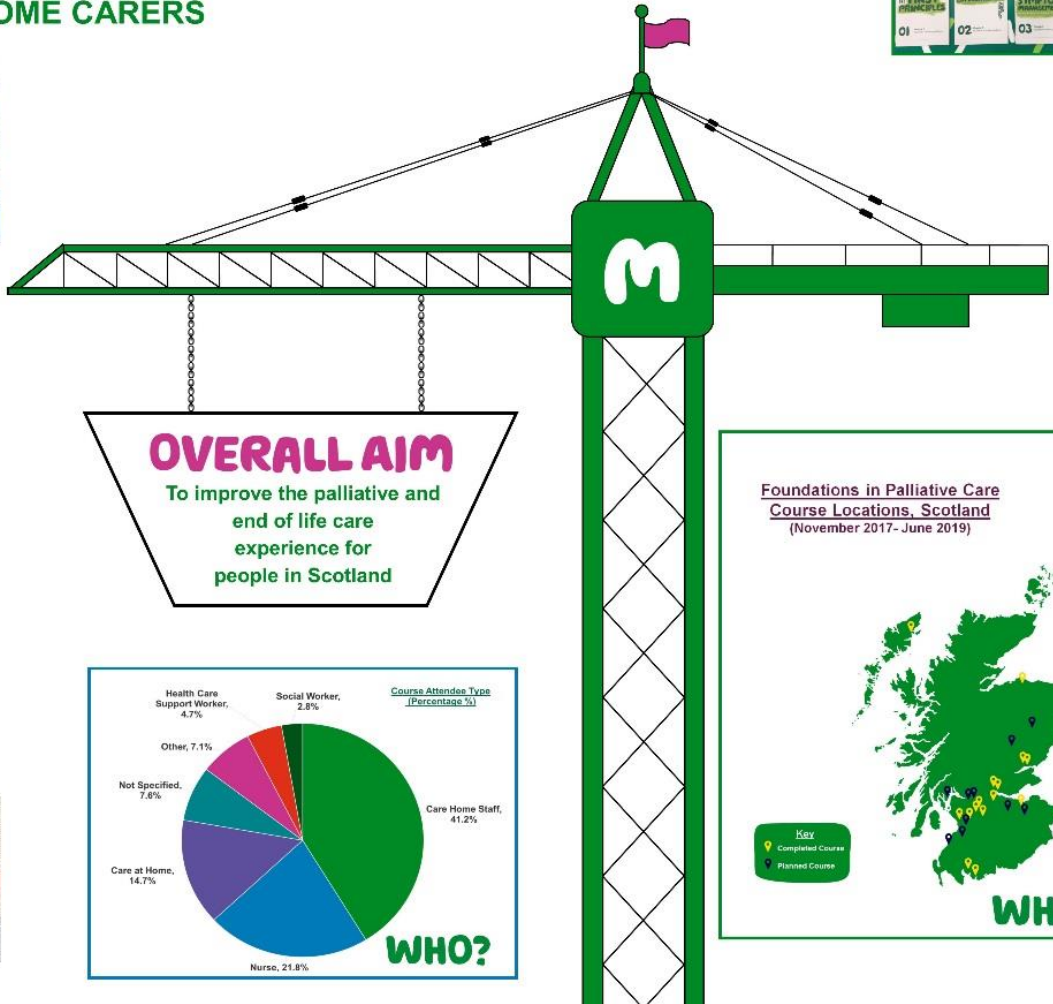
Wilton Resource Centre, Alloa, June 2016



Balhousie Care Group, Dundee, April 2012



Macmillan Edinburgh Office, September 2018



## WHY?

High quality palliative and end of life care delivery across Scotland should be the gold standard, but to achieve this there must be robust education and training in place to support all health and social care staff to achieve this goal.

The Strategic Framework for Action on Palliative and End of Life Care (2015) highlights that everyone should have access to palliative and end of life care but acknowledges that there are challenges for staff to be released for training. Similarly, Macmillan Cancer Support in Scotland have also outlined in their priorities that people with palliative and end of life care requirements should have their experience improved, but to do this, we must develop and integrate the wider cancer workforce.

To address the ongoing educational requirements of health and social care staff delivering palliative and end of life care, Macmillan Cancer Support approved additional funding to allow the role out of this programme of facilitated learning.

## WHAT?

The resource pack comprises of four sections each containing a facilitator guide and participant workbook.

**First Principles:** The student is invited to explore the meaning of palliative and end of the care, the experience of loss, prognostic indicators and the dying process.

**Communication:** In this workbook the student is invited to explore core communication skills, and common communication challenges in relation to palliative and end of the care within their care setting.

**Pain and Symptom Management:** Pain assessment & management of the older adult is evident and the vast benefits of pain assessment, tools are highlighted. Common symptoms associated with aging and end of life care are explored and recognizing and managing the last days of life are discussed.

**Bereavement Care:** The student is asked to reflect on their experience of loss, grief and bereavement within their care setting and to discuss the support needs of everyone involved in this process.

This programme has been mapped to the informed level of the Palliative and End of Life Care Framework, Enhancing and Improving Experience. (NHS education for Scotland & SSSC, 2017)

## RESULTS

After completing the course attendees (N=211) reported that their:

- Knowledge of palliative care issues increased by an average of 28.8%
- Confidence in dealing with palliative care clients increased by an average of 22%
- Confidence in dealing with communications issues increased by an average of 26.6%
- Knowledge about the use of assessment tools in palliative care increased by an average of 33.7%

\*All data collated from daily and pre/post evaluation forms from courses running between September 2017 to September 2018

## FEEDBACK

"I feel better prepared and knowledgeable about helping my residents prepare for death."

"It will help me communicate much better with the dying person & help the family cope with their bereavement & mourning process."

"It will certainly help me deliver better bereavement care for all involved in my home."

"Excellent four day programme. I feel this should be applied to all care homes to support staff to recognise the difference between palliative and end of life and to enable them to support families through this process of preparing, stress and progression to end of life care."

"It has provided me with valuable communication tools to help me talk to residents and family members more effectively."

\*\*All quotes below have been collated on dates from November 2017 to December 2018

## NEXT STEPS...

15 courses scheduled from January to June 2019 and a formal evaluation is being planned by Glasgow University.

"Using assessment tools, I am confident to now identify about and dying. Being more responsive to colleagues."

"We were more at ease day to day. Being in positions that do not usually carry heavy responsibility. I feel more confident to question doctors about medications. To change the way we communicate about end of life to other residents and all processes around that."

What attendees plan to do differently or change in their workplace since completing the course?\*

"In the future, I will discuss death openly with care residents and family members. Find out as early as possible what needs, people who are in palliative care, so more aware of different cultures and may preferences."

"Managing the experience of ADL with care, family, residents since when possible. Consider how to acknowledge the death of a resident with regards to bereavement. Consider how we can better support staff and residents follow up with their home."

Use of SMART tool - 100% with staff in communication. The new staff are talking to families & GP's

Look at the experience and service care as well as the information provided. Use the tool to decide when we change from palliative care to bereavement care. Take care to identify bereavement in case notes and care and support."

"I will educate or encourage my staff/colleagues to have an ADL plan in all needs when we have an opportunity. Consider how we have an open door at the office to be anything at all they need to discuss. Make care an all aspect of the day. The first weeks we will identify that families will have so much more to be good as well as we."

## References

- NHS Education for Scotland & Scottish Health Services Council (2017) 'Palliative and end of life care: A framework to support the delivery and development needs of the health and social services workforce in Scotland'
- Scottish Government (2015) Strategic framework for action on palliative and end of life care 2015-2021

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