

Living Every Moment

Developing a palliative care literate workforce in all care settings



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1

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Content

- The development of the programme
- Overview of the learning packages
- General principles of the teaching resource




2

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The journey

- 2010 Ministry of Health contract
- 2010 Project commenced
- 2011 Pilot
- 2011 Launch
- 2013 Evaluation done by research company
- 2014 Review and develop generic version
- 2015 Release of new generic programme



3

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Generic Fundamentals of Palliative Care

1. Essence of Palliative Care
2. Ethics of Palliative Care
3. Pain and symptom management (3 parts)
4. Chronic Illness
5. Dementia Care
6. Communication skills
7. Last days of life
8. Loss and Grief
9. Care for Ourselves
10. Introduction to spiritual care



4

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The learning packages explained

- Each learning package has an outline which the participants should receive two weeks in advance
- The outline contains:
 - The learning outcomes for that package
 - Introductory notes about the topic
 - A pre-session activity to bring to the session
 - Articles as optional reading
 - Post-learning activity
 - Resource list
- A power point presentation with notes for the educator
- The participants will have a power point handout of the slides only
- Cultural and spiritual issues are woven throughout the packages



5

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General principles

The aim is to provide quality and consistent palliative care education throughout the country in all care settings

- Hospice educators responsible for delivery in partnership with educators from other settings
- Choose from resources to ensure appropriate to setting
- The sessions should be kept as interactive as time allows drawing on the experiences of the participants
- Affirm the participants existing knowledge and build on it
- Use local examples and include local resources
- K.I.S.S. principle



6

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Challenges that may be faced

- Teaching people with individual teaching styles and varied experiences?
- Ensuring people remain focused and have time to learn
- Interdisciplinary teaching
- Providing on-site teaching

"Thought flows in terms of stories - stories about events, stories about people, and stories about intentions and achievements. The best teachers are the best story tellers. We learn in the form of stories".

Frank Smith

7

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Careerforce

- We have been working with careerforce to see how FOPC fit with qualifications framework
- Learning is appropriate but no assessment
- Looking at Level 4 specific palliative care qualification

8

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Models of care

9

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Evaluations

- Encourage the participants to reflect on their learning
- How do they intend to use the knowledge they have gained?
- Where will they find extra resources and information?
- How do they access specialist palliative care support?
- Two evaluations;
 1. One at the end of the teaching session (Happy sheet)
 2. The other one a month later – reflection on how they have put their learning into practice

10

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Certificates

- No post learning sheet – no certificate
- Pre reading
- Post learning exercise
- Reflection

11

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Conclusion

- We have the opportunity to improve the quality of life for people with advanced disease by sharing knowledge with our colleagues
- **TEAMWORK = Together Each Achieves More**
 - Value each others' different contributions and skills
 - Share the burden and support each other
 - Good communication
 - Acknowledge our differences and resolve disagreements.

"When you want to eat an elephant you need to decide where to start and then just eat a little bit at a time"
Indian Proverb

12