

Palliative Care Curriculum for Undergraduates

A Department of Health and Ageing Initiative

Queensland University of Technology
Centre for Palliative Care Research and Education
Flinders University
Charles Darwin University



Session Plan

1. Background to project
2. Project Phase 1 (2004 – 2005)
 1. Graduate capabilities
 2. Resources
 3. Implementation strategies
3. Project Phase 2 (2005 – 2006)
 1. Feedback
 2. Case Studies
4. Project Phase 3 (2007 – 2010)
 1. Project activities
 2. Implementation



Why the need for an Undergraduate Curricula?

Available evidence suggests that undergraduate education may not adequately prepare the health workforce for end of life care.

Evidence also suggests there is considerable variation in the nature, scope and approaches to the delivery of education about palliative care in undergraduate education.



The PCC4U project aims to:

1. Promote the inclusion in all health care training of the role of palliative care and its principles and practice in the care of dying people.
2. Support the inclusion of palliative care education as an integral part of all medical, nursing, and allied health undergraduate training, and ongoing professional development.



Project Team

A project team comprising representatives from a variety of health disciplines was established to undertake this project.

The Project Team was guided by a Project Steering Group appointed by the Department of Health and Ageing, and a Project Advisory Group comprising representatives from key professional groups.



Project Phases

Phase 1 2004 – 2005

Resulted in the development of

- a set of graduate capabilities
- a set of learning resources
- set of recommended strategies for implementation



Graduate Capabilities

1. **Effective communication in the context of an individual's responses to loss and grief, existential challenges, uncertainty and changing goals of care.**
2. Appreciation of and respect for the diverse human and clinical responses of each individual through their illness trajectory.
3. Understanding of principles for assessment and management of clinical and supportive care needs.
4. The capacity for reflection and self evaluation of one's professional and personal experiences and their curriculum and their cumulative impact on the self and others.



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Undergraduate Curriculum Resources

The resources include:

- A publication entitled *Principles for Including Palliative Care in Undergraduate Curricula*
- An interactive CD-ROM and accompanying facilitator guides
- A resource compendium
- A related document, “*Principles for Including a Palliative Approach to Aged Care in Undergraduate Nursing Curricula*”, was also developed in a separate project funded by the Department of Health and Ageing.




Integrated concepts

- Diversity
 - Patient needs and preferences
 - Practice settings
 - Illness conditions
 - Sociocultural contexts
- Evidence based
- Multidisciplinary perspectives
- Flexibility to enable integration in diverse curricula

Resources

- Scenarios based around patient journey
- Clinical decision making vignettes and activities
- Evidence reviews
- Reflective activities
- Expert opinions and modelling






EXIT | HIDE | MAIN MENU | VIRTUAL TOUR | MAP | GLOSSARY | RESOURCES

PALLIATIVE CARE
A learning resource for health care students

THE NATIONAL PALLIATIVE CARE PROGRAM

← BACK  print ← 1 2 →

MODULES

- 1: PRINCIPLES
- 2: COMMUNICATION
- 3: ASSESSMENT
- 4: OPTIMISATION

Welcome

The resources on this CD-ROM were created as part of the Australian Government-funded project called 'The Multidisciplinary Undergraduate Palliative Care Curriculum Project', funded through the National Palliative Care Program.

The 4 modules of learning

This learning resource contains four modules, each covering aspects of palliative care relevant to undergraduate students in the health care professions.

The modules are:

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

It's recommended that you work through the modules in the order they appear.

Palliative care - quality of life for people with a life-limiting illness, their families and carers.
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Project Phases

Phase 1 2004 - 2005

- development of a set of graduate capabilities
- development of a set of learning resources
- set of recommended strategies for implementation

Phase 2 2005-2006

- pilot studies in 3 medical, 4 nursing and 3 allied health courses
- evaluation of the pilot sites



Implementation Sites

Monash University: Medicine; Nursing;

University of New South Wales: Medicine;

Queensland University of Technology: Nursing;

University of Queensland: Medicine;

Charles Sturt University: Nursing;

James Cook University: Nursing; Pharmacy;

University of Newcastle: Speech Pathology; Social Work

[Examples of Pilots](#)



Project Phases

Feedback from implementation sites in Phase 2 regarding factors which facilitate uptake of the resources indicated that:

- integrating palliative care into curriculum is more easily facilitated at times of planned, routine curriculum reviews;
- adequate time is needed to undertake mapping of the curricula, preparation and communication with teaching staff;
- assisting sites to map palliative assisted in the engagement of staff.



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- evaluation of the pilot sites

Phase 3 2007-2010

- Implementation
- Networking



Phase 3

Actively **promote** the uptake of the PCC4U resources in **all Universities** which offer medical, nursing and allied health training, extending and developing **networks** amongst participating universities, and developing strategies for the ongoing **sustainability** of the PCC4U project



Phase 3

Key indicators demonstrating effective outcomes include:

- Learning outcomes
- Curriculum Outcomes
- Academic Outcomes
- System Outcomes



Phase 3

Project Activities:

- Developing an implementation schedule
- Promotional Activities
- Ongoing support
 - » Workshops
 - » Curriculum mapping
 - » Customisation of resources



Phase 3

Project Activities:

- Networks
 - » Website development
 - » Case studies
 - » Mentoring
- Sustainability
 - » Workshops to develop teaching skills
 - » Resources
 - » National Conference



Project Coordinator

Achieving outcomes:

- Pedagogically
 - » Curriculum mapping
 - » Adding graduate capabilities

- Technically
 - » Resource customisation

- Communication
 - » Website – discussions, case studies, networking





Recent Implementation – Occupational Therapy

What we did

- One Video Case study converted into an online format using Blackboard
- Reflective questions added – customised to suit discipline (Based on Thinking Points)

Outcomes

- Students much more aware of subject
- Better able to cope in practicum – not as nervous



What's in it for me!

- **Workshops for staff on Palliative care**
- **Curriculum mapping support – templates and personal**
- **Assistance with ethical clearance**
- **Use of PCC4U resources**
 - Customised to suit your pedagogical and technical needs
 - Assistance with implementation
 - Assistance with evaluation
 - Pre and post testing of students
- **Access to**
 - network of experienced users of PCC4U resources
 - existing research
 - implementation case studies
 - National PCC4U Conference in 2010



What do I have to do in return!

- **Complete an annual audit of palliative care in the curriculum**
- **Conduct pre and post implementation study**
- **Provide evaluation data to PCC4U researchers for inclusion in national study**
- **Contribute to**
 - **network of experienced users of PCC4U resources**
 - **ongoing research**
 - **implementation case studies**
 - **National PCC4U Conference in 2010**

