# Potential Barriers and Enablers Impacting on RACF Staff Education and Training

*Adapted from Table 4 in the PA Toolkit Training Support Guide*

<table>
<thead>
<tr>
<th>Potential Barriers</th>
<th>Potential Enablers</th>
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| Lack of executive level and management support for education and training activities related to implementing a palliative approach | • Consult with executive level and management staff in planning, implementing and evaluating your PA-SETS and related activities.  
• Consult with senior managers to identify how your PA-SETS can align with and support the facility’s strategic, operational and business plans.  
• Include a system leader on your PA-SETS Working Group (see Table 2).  
• Routinely update senior managers about the outcomes from PA-SETS initiatives – e.g.  
  - Include a standing item about staff education and training on the agendas for relevant management meetings to provide updates about your PA-SETS and related activities.  
  - Provide senior managers with evaluation summary reports about the outcomes from your PA-SETS initiatives (see Objective 6 in this document). |
| Lack of staff support for education and training activities related to implementing a palliative approach         | • Consult with staff at all points in planning, implementing and evaluating your PA-SETS and related activities.  
• Invite staff to identify and prioritise their specific palliative care learning needs – e.g. as part of Training Needs Analysis (see Objective 4 in this document).  
• Discuss the career development advantages of enhanced palliative care knowledge and skills with staff – e.g. as part of performance planning and development meetings for individual staff.  
• Use ‘awareness-raising’ activities to promote staff interest in the day-to-day benefits of using a palliative approach in caring for residents.  
• Include information about implementing a palliative approach as part of orientation for all new staff (i.e. taking into account the new staff member’s role and scope of practice).  
• Support the development of a ‘learning culture’ at your facility (see Objective 1 in this document). |
| Workload and time pressures preventing staff attendance at education and training activities related to implementing a palliative approach | • Use informal and self-directed learning methods to support staff education and training in a palliative approach (see Objective 5 in this document).  
• Include ‘brief education updates’ (5-10 minutes) as part of monthly staff meetings.  
• Include ‘clinical practice updates’ related to palliative care delivery in staff newsletters. |
| Lack of internal expertise related to implementing a palliative approach                                         | • Build relationships with external stakeholders (e.g. local specialist palliative care service) to support education and training in a palliative approach (see Objective 2 in this document). |
| Limited opportunities for staff to apply new knowledge and skills following education and training activities related to implementing a palliative approach | • To promote knowledge transfer:  
  - Ensure that education and training are directly relevant to the current day-to-day work of staff.  
  - Use problem-based (practical) learning activities.  
  - Use informal learning methods to support staff in applying new knowledge and skills.  
• Detailed information about strategies to support staff in applying new knowledge and skills is set out in Objective 5 of this document. |
## Potential Barriers and Enablers Impacting on RACF Staff Education and Training (continued)

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| Multiple competing demands on the facility’s education and training schedule     | - Use Training Needs Analysis to identify and prioritise specific staff learning needs related to a palliative approach (see Objective 4 in this document).  
  - Identify generic skills and content overlaps to reduce education and training duplications (e.g. communication skills). |
| Financial constraints on the facility’s ability to provide education and training related to implementing a palliative approach | - Build formal partnerships with other facilities in your local area to enable cost-sharing in relation to staff education and training (see Objective 2 in this document).  
  - Undertake scoping activities and consult with stakeholders to identify potential sources of external funding to support workforce development activities – e.g. government funding schemes that support aged care/palliative care workforce development.  
  - Undertake scoping activities and consult with stakeholders to identify relevant externally-provided education, training and professional development opportunities for staff. |
| High staff turnover                                                               | - Build flexible and ongoing education and training into your PA-SETS – e.g.  
  - Include education and training in a palliative approach as part of orientation for all new staff.  
  - Use self-directed learning resources as part of orientation for all new clinical and care staff (e.g. the PA Toolkit Self-Directed Learning Packages).  
  - Use informal learning methods to support ongoing staff education and training in a palliative approach. |