Half-Day Train-the-Trainer Workshop

Using the Palliative Approach Toolkit for Residential Aged Care Facilities to Build Workforce Capacity
Workshop Overview

Part 1: Setting the Scene and Establishing the Context
- Working in Residential Aged Care
- PA Toolkit Model of Care

Part 2: Unpacking the PA Toolkit

Part 3: Planning, Delivering and Evaluating Your Staff Education and Training Activities

Part 4: Accessing and Using the PA Toolkit 1-Day Workshop Materials
Expected Learning Outcomes

Completion of this half-day train-the-trainer workshop will:

• Assist you in identifying workforce and workplace environment factors that impact on the success and sustainability of staff education and training initiatives in RACF settings.

• Enable you to use the PA Toolkit model of care and resources as the basis for planning, designing, delivering and evaluating RACF staff education and training activities.

• Increase your confidence and knowledge about delivering the ‘PA Toolkit 1-Day Workshop’ (developed by Brisbane South Palliative Care Collaborative).
KEY RESOURCE: PA TOOLKIT TRAINING SUPPORT GUIDE

Reference:

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PART 1: SETTING THE SCENE AND ESTABLISHING THE CONTEXT

Focus Points:

• Working in Residential Aged Care

• Understanding and Using the PA Toolkit Model of Care

• Essential Elements in a Palliative Approach Staff Education and Training Strategy (PA-SETS)

• Key Reflections
Group Activity

Working in Residential Aged Care

Instructions:

The workshop facilitator will:

• organise participants into small groups
• assign one of the following questions to each group

In your small group, take 10 minutes to discuss and come up with a list in response to your assigned question.

Questions:

What specific aspects of the following influence staff education and training in residential aged care settings and why?:

1. the RACF workplace environment
2. the RACF workforce
Key Definitions

In thinking about learning opportunities for RACF staff, it’s useful to distinguish between:

**Education** refers to a process by which people develop abilities, attitudes and other forms of behaviour considered to be valuable by the groups in which they interact.\(^2\)

**Training** refers to discrete planned events that are used to instruct people on how to perform specific defined skills or procedures.\(^3\)

**Continuing Professional Development** refers to the means by which members of a profession maintain, improve and broaden their knowledge, expertise and competence, and develop personal and professional qualities required for their work.\(^4\)
Benefits of Ongoing Staff Education and Training

• Greater workforce capacity due to increased staff skills, knowledge and confidence in providing care to residents at end of life.\textsuperscript{5-7}

• Improved outcomes of care for residents leading to increased resident and family satisfaction with the facility.\textsuperscript{5-7}

• Enhanced job satisfaction for staff contributing to reduced staff turnover.\textsuperscript{5-7}

• Increased likelihood that current best practice evidence related to the palliative care and associated needs of residents will be translated into day-to-day practices within the facility.\textsuperscript{5-7}
PA Toolkit Model of Care

1. Trajectories and Key Processes

ALL NEW AND EXISTING RESIDENTS

TRAJECTORY A
Expected prognosis of greater than 6 months

Annual nurse led case conference including advance care planning

Review 6 monthly

Prognosis 6 months or less

TRAJECTORY B
Expected prognosis of 6 months or less

Palliative care case conference including review of advance care planning

Assessment and management of palliative clinical symptoms

Review monthly

Prognosis less than 1 week

PALLIATIVE PHASE

TRAJECTORY C
Expected prognosis of less than 1 week

Commence Residential Aged Care End of Life Care Pathway

Review daily

If prognosis is greater than 1 week

TERMINAL PHASE

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PA Toolkit Model of Care

2. Evidence-Based Clinical Tools and Guidelines

Guidelines for a Palliative Approach in Residential Aged Care (2006)

Pain in Residential Aged Care Facilities: Management Strategies (2005)

Therapeutic Guidelines: Palliative Care 2010 (Version 3)

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Essential Elements in a Palliative Approach Staff Education and Training Strategy (PA-SETS)

**Objective 1** Foster a ‘Learning Culture’

**Objective 2** Build Local Partnerships to Support Education and Training

**Objective 3** Access Current Best Practice Information

**Objective 4** Identify and Prioritise Education and Training Content

**Objective 5** Use Appropriate Education and Training Methods

**Objective 6** Undertake Evaluation and Continuous Improvement

These 6 evidence-based objectives:
- form the basis of the PA Toolkit Training Support Guide
- have been shown to strengthen ‘knowledge translation’ in aged care settings.

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Essential Elements in a Palliative Approach Staff Education and Training Strategy (PA-SETS)

Objective 1: Foster a ‘Learning Culture’
- Form a PA-SETS Working Group
- Align your PA-SETS with the RACF’s strategic and operational plans
- Identify barriers and enablers
- Use a ‘whole of facility’ approach

Objective 2: Build Local Partnerships to Support Education and Training
- Other RACFs
- Local health professionals / local specialist palliative care service / local higher education institutions

Objective 3: Access Current Best Practice Information
- Current consensus-based and evidence-based practice guidelines
- CareSearch website: www.caresearch.com.au
- Aged care industry associations and peak bodies
- Palliative Care Australia website: www.palliativecare.org.au

Objective 4: Identify and Prioritise Education and Training Content

Objective 5: Use Appropriate Education and Training Methods

Objective 6: Undertake Evaluation and Continuous Improvement
- Process, outcome and impact evaluation

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PART 2: UNPACKING THE PA TOOLKIT

Focus Points:

• Components of the PA Toolkit

• Purpose, Target Audience and Key Features of Each PA Toolkit Resource

• How to Use Each PA Toolkit Resource in Education and Training Activities for RACF Staff

• Key Reflections
Components of the PA Toolkit

- Workplace Implementation Guide
- Training Support Guide
- Guide to the Pharmacological Management of End of Life (Terminal) Symptoms in RAC Residents
- Therapeutic Guidelines for Palliative Care (Version 3)
- 3 Learning Modules
- 3 Self-Directed Learning Packages
- 3 Educational DVDs
  - Suiting the Needs
  - All on the Same Page
  - Using the RAC EoLCP
- 2 Educational Flipcharts
  - Introduction to a Palliative Approach
  - Clinical Care Domains
- Bereavement Support Booklet for RACF Staff
- Resident and Family Resources

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PA Toolkit: Workplace Implementation Guide

Focus:

- Designed to assist RACF managers, link nurses and palliative approach working parties to implement a facility-wide, resident-focused, evidence-based and sustainable palliative approach to care

Key Features:

- Uses 10 key steps to guide the implementation of a palliative approach within RACFs
- Provides a set of prompt questions, templates and tools to support the implementation of each step

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10 Steps for Implementing a Palliative Approach

1. Identify key staff in your facility
2. Identify and engage stakeholders
3. Palliative approach policy and procedures
4. Policies and procedures for medications to manage end of life (terminal) symptoms
5. Clinical assessment tools and procedural forms
6. Palliative approach key processes
7. Use of the palliative approach trajectories framework to assist key process selection
8. Review each resident’s clinical care
9. Staff education and training in a palliative approach
10. Conduct audits as part of continuous improvement and quality control

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Suggestions for Use in Education and Training:

- Step 9 in this resource highlights the role of education, training and continuing professional development in implementing an evidence-based palliative approach within RACFs.
- The ‘key considerations’ for each implementation step set out in this resource can be used to guide group discussion (e.g. in staff meetings/forums and during education/training sessions).
- The templates/tools provided in this resource can be used for practical activities/demonstrations in education and training sessions.
- The information, tools and templates can be used to structure session plans for in-service training.
- Information in ‘key points’ boxes can be used for fact sheets/posters.
PA Toolkit: Training Support Guide

Focus:
• Developed for staff involved in the design, delivery and/or evaluation of education and training activities in residential aged care

Key Features:
• Uses 6 evidence-based objectives to set out recommendations for building and maintaining a RACF-wide education and training strategy that supports the implementation of a palliative approach

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PA Toolkit: Training Support Guide

Suggestions for Use in Education and Training:

- Sets out 6 evidence-based objectives to address/audit as part of a facility-wide staff education and training strategy for implementing a palliative approach.
- Provides detailed information and templates to assist in planning, delivering and evaluating staff education and training related to a palliative approach.
- Provides detailed information for each PA Toolkit resource about:
  - Focus
  - Target audience
  - Key features and content
  - Suggestions for use
PA Toolkit: Guide to the Pharmacological Management of End of Life (Terminal) Symptoms for RAC Residents

Focus:
- Developed for use by clinical teams providing end of life (terminal) care in RACFs

Key Features:
- Overview of principles guiding quality pharmacological management of end of life (terminal) symptoms
- Educational table summarising the uses, doses and routes of administration of the medications endorsed by ANZSPM
- Set of 4 flowcharts to guide the pharmacological management of common end of life (terminal) symptoms:
  - Nausea and vomiting
  - Pain
  - Respiratory distress
  - Restlessness and agitation

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PA Toolkit: Guide to the Pharmacological Management of End of Life (Terminal) Symptoms in RAC Residents

Suggestions for Use in Education and Training:

• Symptom management flowcharts and the ANZSPM-endorsed list of end of life medications can be used as the basis for in-service education sessions.

• Principles for medication management set out in this resource can be used to develop:
  – Key learning objectives for staff education and training
  – Impact and outcome evaluation measures following staff education and training initiatives
PA Toolkit: 3 Learning Modules

Focus:
• Reference guides for implementing a palliative approach

Key Features:
• Managers’ role in facilitating a palliative approach
• Three key processes
• Provides information on five common symptoms (pain, dyspnoea, nutrition/hydration, oral care, delirium)

Structure:
• Module 1: Integrating a Palliative Approach
• Module 2: Key Processes
• Module 3: Clinical Care

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PA Toolkit: 3 Learning Modules

Suggestions for Use in Education and Training:

• Resource was designed to support self-directed learning activities.

• Resource can be used by facilitators of staff learning and development activities to identify key content and prepare for sessions.
PA Toolkit: 3 Self-Directed Learning Packages

Focus:
• Self-directed educational resource

Key Features:
• Can be used at orientation or for ongoing staff training
• Attracts CPD points
• Includes knowledge tests
• Linked to PA Toolkit DVDs
• Case-based instruction

Structure:
• Careworker (Introduction) [online and hard copy versions]
• Nurse (Introduction)
• Nurse (Advanced)

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PA Toolkit: 3 Self-Directed Learning Packages

Suggestions for Use in Education and Training:

- Resource was designed to guide self-directed learning using the ‘Suiting the Needs’ and ‘All on the Same Page’ DVDs in the PA Toolkit as companion resources to reinforce key concepts and issues.

- The ‘Careworker Self-Directed Learning Package’ is available as an online learning module from the PA Toolkit website (www.caresearch.com/PAToolkit).

- Completion of the resource can be used as an orientation activity for new staff.

- Resource is also suitable for small group learning activities:
  - Informal activities (e.g. ‘communities of practice’)
  - Formal activities (e.g. tutorials)
PA Toolkit: 3 Educational DVDs

Focus:
- Staff education/training

Key Features:
- Educational DVD
- Case study based

Structure:
- **Suiting the Needs**: A Palliative Approach in Residential Aged Care
- **All on the Same Page**: Palliative Care Case Conferences in Residential Aged Care

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PA Toolkit: Educational DVD - How to Use the Residential Aged Care End of Life Care Pathway (RAC EoLCP)

Focus:
• Designed to train RACF staff on how to use the 5 sections in the RAC EoLCP

Key Features:
• Educational video
• Learning notes
• RAC EoLCP document
• RAC EoLCP information brochure for relatives and friends
PA Toolkit: 3 Educational DVDs

Suggestions for Use in Education and Training:

• ‘Suiting the Needs’ and ‘All on the Same Page’ form the basis of reflective activities included in the PA Toolkit Self-Directed Learning Packages.

• ‘Suiting the Needs’ and ‘All on the Same Page’ can be used as part of information sessions for families.

• Incorporate into orientation programs for new staff.

• Resources can be readily adapted to a broad range of self-directed and facilitated learning activities.
PA Toolkit: Educational Flipcharts - Clinical Care Domains

Focus:
• Brief educational/training sessions with careworkers

Key Features:
• Visually appealing
• Stand-alone resource for short (10 min) education sessions
• Facilitator notes on reverse side

Structure:
• Module 1: Pain
• Module 2: Dyspnoea
• Module 3: Nutrition/hydration
• Module 4: Oral care
• Module 5: Delirium

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PA Toolkit: Educational Flipchart - Introduction to a Palliative Approach

Focus:
• Brief educational/training sessions with careworkers

Key Features:
• Visually appealing
• Stand-alone resource for short (10 min) education sessions
• Facilitator notes on reverse side

Structure:
• Module 1: What is palliative care?
• Module 2: Implementing a palliative approach using 3 key processes
• Module 3: Cultural considerations in using a palliative approach
• Module 4: Self-care for RACF staff
PA Toolkit: 2 Educational Flipcharts

Suggestions for Use in Education and Training:

• Each flipchart module can be delivered in 10 minutes.
• Provides notes for facilitators on how to run introductory-level sessions.
• ‘Educational Flipchart: Introduction to a Palliative Approach’:
  – Identifies ‘key messages’ for the facilitator to emphasise in relation to each flipchart page.
  – Suggests a range of ‘optional learning activities’.

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PA Toolkit: Bereavement Support Booklet for RACF Staff

Focus:
• Designed as a self-care resource for RACF staff
• Not intended as a stand-alone response to bereavement support

Key Features:
• Provides individual and team strategies to identify and address staff bereavement
• Includes an annotated list of useful resources and links
PA Toolkit: Resident and Family Resources

Focus:
- Educational brochures/questionnaire for residents and families

Key Features:
- Questionnaire identifies family concerns for discussion at a palliative care case conference
- Brochures explain in simple terms what will happen as someone is dying and how to manage grief

Structure:
- Brochure: Now what? Understanding grief
- Brochure: Understanding the dying process
- Invitation and family questionnaire

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PART 3: PLANNING, DELIVERING AND EVALUATING YOUR STAFF EDUCATION AND TRAINING ACTIVITIES

Focus Points:

• Planning Education and Training Activities
• Delivering Education and Training Activities
• Evaluating Education and Training Activities
• Key Reflections
Planning: Key Considerations

1. Identify and prioritise content areas with respect to implementing a palliative approach:
   - Strategic and operational plans
   - Resource availability
   - Scope of practice

2. Conduct a Training Needs Analysis (TNA):
   - Involves the systematic review of learning and development needs within an organisation.
   - Must be carefully planned, conducted and have clear (measurable) outcomes.
Planning: Training Needs Analysis

1. TNA
2. Select
3. Develop
4. Implement
5. Evaluate

PA-SETS Initiatives

Key:
1. TNA  Conduct Training Needs Analysis
2. Select  Prioritise learning needs and select education/training method(s)
3. Develop  Develop (or identify) education/training materials
4. Implement  Deliver education/training
5. Evaluate  Evaluate and review education/training outcomes

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Key TNA questions to ask in stakeholder consultations:

- Why do facility staff require ongoing education, training and professional development in regards to implementing a palliative approach?
- What knowledge, skills and behaviours do staff need in implementing a palliative approach within the facility?
- Can identified learning needs be prioritised and, if so, on what basis? (i.e. high, medium and low priority learning needs)
- Which staff require education, training and/or professional development to address identified learning needs?
- When will staff need the new knowledge, skills and behaviours?
- What education, training and professional development methods will best address identified learning needs?
- Where will education and training activities take place?
- Who will facilitate the education, training and professional development activities?
- How can we find out if education, training and professional development activities have been effective?
Delivery: Key Considerations

- Adult learning principles
- Learning styles
- Informal versus formal learning
- Self-directed versus facilitated learning
- Instructional design
- Managing ‘difficult’ participants
Evaluation: Key Considerations

Evaluation determines whether:

• The **right training** has occurred
• For the **right people**
• At the **right time**
• In the **right way**
• To meet the **right objectives**

**Evaluation is a critical prerequisite for quality assurance and continuous improvement.**
Evaluation: Key Considerations

Hierarchy of Evaluation

Level 1: Reaction [Focus = Participant and Trainer Responses]
- Relevance of topic and material
- Organisation of program
- Outcomes achieved
- Presentation skills of facilitator
- Instructional materials
- Schedule and timing

Level 2: Learning [Focus = Change in Knowledge, Skills and/or Attitudes]
- Assessment results
- Workplace projects

Adapted from Kirkpatrick’s Hierarchy of Evaluation (1996)
Evaluation: Key Considerations

Hierarchy of Evaluation

Level 3: Behaviour [Focus = Before and After Comparisons]
- Changes in job performance
- Transfer of knowledge and skills to the workplace

Level 4: Results [Focus = Organisational Changes]
- Identifies the organisational benefits/changes (e.g. staff turnover; acute care transfers at end of life)

The true value of education, training and development is measured by the extent to which learning is translated into better practices and better outcomes.

Adapted from Kirkpatrick’s Hierarchy of Evaluation (1996)
Evaluation: Key Considerations

Types of Evaluation:
- Process Evaluation
- Outcome Evaluation
- Impact Evaluation

Informal Evaluation:
Ask yourself/participants these 3 questions:
- What worked?
- What didn’t work?
- What would you change if given the opportunity?

* Refer to Table 7 in the PA Toolkit Training Support Guide
PART 4: ACCESSING AND USING THE PA TOOLKIT 1-DAY WORKSHOP MATERIALS

Focus Points:

• Overview of the PA Toolkit 1-Day Workshop Materials

• Delivering the PA Toolkit 1-Day Workshop: Facilitator Reflections

• Accessing and Using the PA Toolkit 1-Day Workshop Materials: Requirements and Responsibilities
Overview of the 1-Day Workshop Materials

- Participant handouts:
  - PA Toolkit 1-Day Workshop Program Template
  - PPT Presentation Booklet for Participants
  - PA Toolkit Trajectories Framework Diagram
  - Advance Care Plan (Aged Care) Example
  - Residential Aged Care End of Life Care Pathway Form
  - Ten Implementation Steps Workbook
  - Additional Resources List
  - Workshop Evaluation Form

- PPT presentations:
  - Parts 1 to 3
Required Citation

You are free to use and adapt the material in this set of PowerPoint slides. However, in doing so, you must include the following acknowledgment:

Content adapted from the ‘Introducing the Palliative Approach Toolkit for Residential Aged Care Facilities’ training material developed by Brisbane South Palliative Care Collaborative (2013)
Delivering the PA Toolkit 1-Day Workshop: Facilitator Reflections
PART 5: A FINAL NOTE

Focus Points:
• Summary of ‘Key Messages’ from the Workshop
• Next Steps
Key Messages

1. The PA Toolkit is underpinned by a model of care based on a resident’s estimated prognosis. Within this model of care, estimated prognosis triggers 3 key processes: advance care planning, palliative care case conferences and use of an end of life care pathway.

2. PA Toolkit resources can be readily incorporated in education and training activities for RACF staff.

3. PA Toolkit Training Support Guide provides detailed information and templates to assist you in planning, delivering and evaluating education and training activities related to implementing a palliative approach.
Next Steps

Right Now:

• Complete Workshop Evaluation Form

Later:

• Visit the PA Toolkit website:
References


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