Palliative care capacity building in a rural workforce

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Introduction

- Course development
- Translation of capabilities to course development
- Evaluation outcomes
Development Brief

Primary Aims
- Rural workforce
- Palliative care short course
- Capacity building

Secondary Aims
- Awareness raising
- Specialisation
Diversity

- Discipline
- Work groups
- Education
- Age
- Technology
- Motivation
Elements

- Workshops
- Online (PCC4U+)
- Readings
- Reflective journal
- Tutorial groups
- Mentored clinical development
Assessment

• 2 x online quizzes
• 1 x essay
• 1 x case study
Translation of Capabilities

- Qualities or abilities that can be developed or used (The Macquarie Dictionary)

- Prescribed skills, knowledge and attitudes that the curriculum (PCC4U) is designed to develop
  - Limited by scope of practice
  - Required by all health professionals

- Effective communication
- Appreciation and respect for diversity
- Assessment and management of needs
- Reflection and self evaluation
Mapping capabilities to competencies

Effective Communication
- RN
  - Collaborative and therapeutic practice
- EN
  - Enabling

Respect for Diversity
- RN
  - Professional practice
- EN
  - Professional and ethical practice
Assessment and management

• RN
  – Critical thinking and analysis
  – Provision and coordination of care

• EN
  – Management of care
  – Enabling

Reflection and self evaluation

• RN
  – Critical thinking and analysis

• EN
  – Critical thinking and analysis
Mapping Capabilities to clinical activities

- Sources of knowledge and skill in the clinical environment
- Related to care of people with terminal illness and their families
- Use of a reflective journal
Clinical Mentor guide

- Palliative care experiences
- Role of the mentor
- Meetings and relationships
- Capabilities and associated competencies
- Designing individual experiences
- Evaluation
- Feedback
Clinical Portfolio

• Clinical workbook
• Similar information to mentor guide
• Room for identification of activities undertaken, self evaluation and mentor evaluation, remedial activities and a statement of competence
From Mentors – What was involved

• Support and guidance
  – Sounding board
  – Feed back to enhance reflection
• Debriefing
• Discussion about translating theory to practice
• Supervision in tutorials and clinical
• Guide and proof read essays
• Role model
  – Responsible, committed and reliable
• Encouraging open communication
Course Evaluation

• Students – mid course and end of course survey, pre and post test, assessment results
• Mentors
• Agencies and Consortium
• Course leadership
Issues for course leadership

• Palliative Care skill of mentors
  – Managing knowledge deficits
  – Managing skill deficits

• Difference between good health care and a good palliative approach

• Confidentiality of students vs information needs of commissioning organisation

• Mentoring skill of mentors
  – Managing mentoring deficits for mentees
Swings

- Currency/immediacy
- Local focus
- Study skills
- Learning community
- Workplace support

Roundabouts

- Study skills
- IT
- Lack of workplace support
- Assessment