



End-of-life care education: Design from the National agenda

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end-of-life ESSENTIALS



education for acute hospitals

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End-of-Life Essentials

Palliative & Supportive Services

School of Health Sciences

Flinders University



CARESEARCH[®]
palliative care knowledge network



End-of-Life Essentials is funded by the Australian Government Department of Health.

End-of-Life Essentials is based on the Australian Commission on Safety and Quality in Health Care's *National Consensus Statement: Essential elements for safe and high-quality end-of-life care*, and the Commission provides ongoing advice to the project.

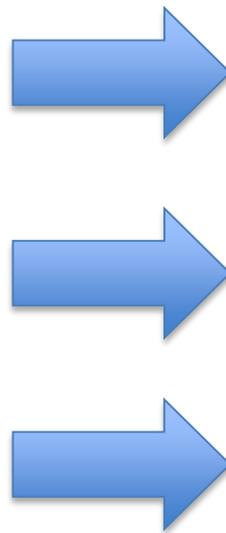


Outline of presentation

- Brief discussion of the educational resource
- Introduce the four dimensional curriculum framework¹ “**Issues that matter**”
- Outline how this framework provided the conceptual map for the pedagogy

1. Lee A, Steketee C, Rogers G, Moran M. Towards a theoretical framework for curriculum development in health professional education. *Focus on Health Professional Education: A Multi-disciplinary Journal*. 2013 Jun;14(3):70.

national consensus statement:
essential elements for
safe and high-quality
end-of-life care



PROCESSES OF CARE

ORGANISATIONAL PREREQUISITES





End-of-Life Essentials eLearning

- Developed from Australian Commission on Safety and Quality in Health Care - *National Consensus Statement: Essential elements for safe and high-quality end-of-life care*
- eLearning and quality resources on end-of-life care for doctors, nurses and allied health professionals who work in acute hospitals



End-of-Life Essentials eLearning

- Doctors, Nurses & Allied Health Professionals
- 6 online modules
- Implementation toolkit
- Website
 - www.caresearch.com.au/EndofLifeEssentials
- All
 - Free
 - Evidence-based
 - Peer-reviewed

Welcome to End-of-Life Essentials. Most people in Australia will visit an acute hospital in their last year of life. Many of them will die in hospital. This website provides e-learning opportunities and resources for doctors, nurses and allied health professionals to improve the quality and safety of end-of-life care in hospitals.



EDUCATION MODULES

Six modules will help you develop the skills to recognise end-of-life issues, to enhance your communication strategies and to gain confidence in caring for these patients and their families.

[REGISTER](#)



MY TOOLKIT

The development of a personal toolkit will sustain and support what you have learned in the education modules and help you to apply this knowledge in your practice.



ABOUT THE PROJECT

The project is designed to introduce elements of the [National Consensus Statement: Essential elements for safe and high-quality end-of-life care](#). You can find out more about the Consensus Statement, the project and the team in this section.



eLearning Topics / Modules

PROCESSES OF CARE



1. Dying, a normal part of life
2. Patient-centred communication and shared-decision making
3. Recognising the end of life
4. Planning End-of-Life care / Goals of care
5. Teams and continuity for the patient
6. Responding to concerns



Four-dimensional curriculum framework

“Issues that matter”

What will be known

What will be done

Why, how and by whom¹

1. Lee A, Steketee C, Rogers G, Moran M. Towards a theoretical framework for curriculum development in health professional education. *Focus on Health Professional Education: A Multi-disciplinary Journal*. 2013 Jun;14(3): p. 75.



Dimension 1: Big picture decisions – the why?

The ACSQHC (the Commission)

- Dying poorly ‘done’ in acute hospitals
- Majority of health professionals in the workforce have had little or no undergraduate training in end-of-life care provision
- 52% of Australians die in acute hospitals



Dimension 1: Big picture decisions – the why?

The interests and visions encoded into the curriculum design actively shaped the design

- Peer-reviewed and user tested by Advisory Group, the Commission, clinical leaders and experts, acute hospitals & over 45 health care professionals



Dimension 2: Capabilities of learners – the what?

The process of identification of learning outcomes - ‘what works in the real world’

Interplay between ‘knowing, doing and being’

- A peer-reviewed process to gain consensus about boundaries of education, pitch, scope and even the time to complete



Dimension 3: Teaching, learning and assessment – the how?

How will the core educational activities of dimension 3, drive the Dimension 1 and Dimension 2?

the why?

the what?

- A **metacognitive approach** was considered to be vital in terms of increasing capacity of learners across the essential elements in improving quality end-of-life care



Dimension 4: Organisation - the where?

- This educational project is pitched at practicing professionals
- What is important is how we
 - ‘Market’ our education to individual professionals
 - Work with existing quality and safety networks and systems in acute hospitals



Dimension 4: Organisation, the where?

- Marketing is a huge part of our project
- Informs our growing learner base of latest evidence and industry news
- Social media
 - Twitter
 - LinkedIn
 - Facebook
- Newsletters
- Direct engagement emails



Visit our website or join our networks

Website - [https:// www.caresearch.com.au/EndofLifeEssentials](https://www.caresearch.com.au/EndofLifeEssentials)

Twitter - <https://twitter.com/EOLessentials>

LinkedIn - <https://www.linkedin.com/in/eolessentials/>

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