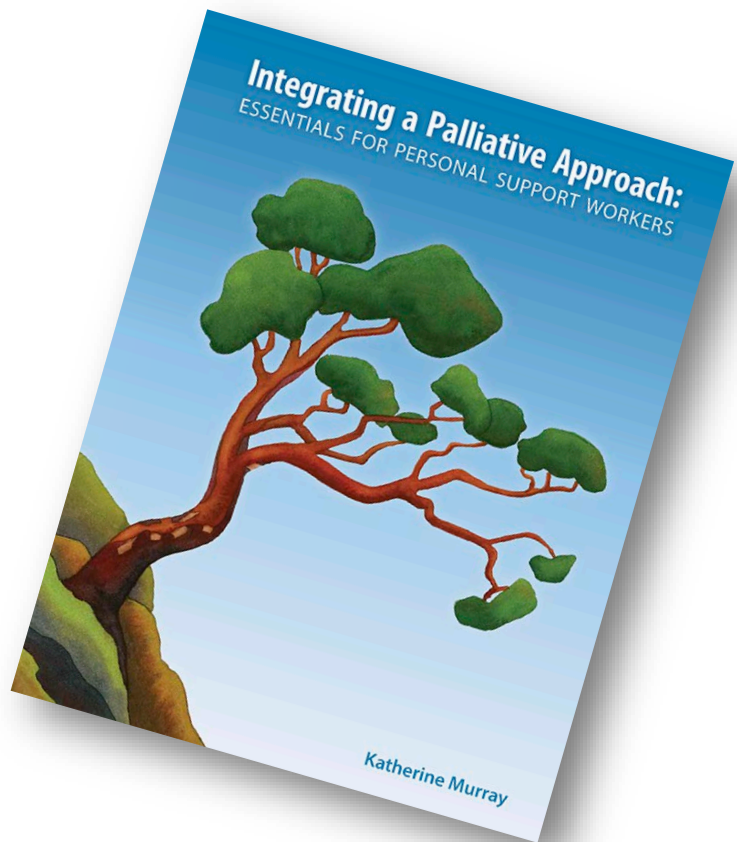


Integration Map for Life and Death Matters Resources with the BC HCA Curriculum



Integration Map for
Life and Death Matters Resources
with the BC HCA Curriculum

Written by Ann-Marie Gilbert and Katherine Murray
Produced and published by Life and Death Matters
2017

This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).



This document refers to resources from Life and Death Matters, specifically *Integrating a Palliative Approach: Essentials for Personal Support Workers* textbook, Workbook and companion resources. Life and Death Matters solely own these resources.

No part of these publications may be reproduced in any form, or by any means, electronic or mechanical, including photocopying, recording, or any information browsing, storage, or retrieval system, without permission in writing from the publisher.

Copyright © 2017, Life and Death Matters

Other material contained document comes from the following source: [Health Care Assistant Program Provincial Curriculum, 2015](#) by the BC Ministry Of Advanced Education is licensed under a [CC BY-NC-ND 3.0](https://creativecommons.org/licenses/by-nc-nd/3.0/)



Life & Death
Matters

Table of Contents

About the Life and Death Matters Learning Resources	4
Integrating a Palliative Approach: Essentials for Personal Support Workers.....	4
Textbook	4
Workbook	4
Companion Resources.....	5
Teaching Presentations (PPTs)	5
Learning Activities	5
Videos	5
Podcasts	5
Organization of the Integration Maps for Life and Death Matters Resources with BC HCA Courses and Curriculum.....	7
Integration Maps	9
Health and Healing: Concepts for Practice	10
Health Care Assistant: Introduction to Practice	12
Health 1: Interpersonal Communication	14
Health 2: Lifestyle and Choices	18
Healing 1: Caring for Individuals Experiencing Common Health Challenge.....	20
Healing 2: Caring for Individuals Experiencing Cognitive or Mental Challenges.....	26
Healing 3: Personal Care and Assistance.....	28
Integrating Hospice and Palliative Care into the Practicum Courses and Between Courses	30

About the Life and Death Matters Learning Resources

Life and Death Matters specializes in creating educational resources for health care providers and nurses learning the skills related to, or needed when caring for the dying person and family. The resources referenced in this document, created for PSWs, HCAs and other front line caregivers, are based on the:

- B.C. Health Care Assistants Core Competency Profile (2014)¹
- Health Care Assistant Program Provincial Curriculum, 2015²
- Canadian Educational Standards for Personal Care Providers (2012)³
- Ontario Personal Support Worker Program Standard: Vocational Learning Outcomes (2014)⁴

This document map focuses on the learning resources for health care assistants, which are called personal support workers in these resources.

Integrating a Palliative Approach: Essentials for Personal Support Workers

Textbook

The text is divided into seven chapters. The first and last chapters focus on the Personal Support Worker (PSW) – the first on preparing to care, and the last on caring for oneself and continuing to care. The other chapters focus on the dying process, hospice palliative care (HPC), and the dual importance of integrating a palliative approach, and providing physical comfort, psychosocial care, and caregiving in the last days and hours. Available at <http://lifeanddeathmatters.ca/textbooks-workbooks/>

Workbook

The workbook is also a competency-based resource designed to help students develop the attitudes, knowledge, and skills related to or needed when caring for the dying person and family. It closely follows the text, addressing core concepts and skill development to help students meet the Canadian and provincial education standards. Workbooks are available at <http://lifeanddeathmatters.ca/textbooks-workbooks/>

Questions in the workbook are referenced in both this document and the PowerPoint™ presentations, and are identified by the chapter number and question number (e.g., Ch. 1 Qs 1–3 = Chapter 1 Questions 1 through 3).

¹ Province of BC, Ministry of Health, (2014) B.C. Health Care Assistants Core Competency Profile.

http://www.health.gov.bc.ca/library/publications/year/2014/HCA-Core-Competency-Profile_March2014.pdf

² Province of BC Ministry of Advanced Education (2015) Health Care Assistant Program Provincial Curriculum

<http://solr.bccampus.ca:8001/bcc/file>

[/e4e61b7e-6615-436e-9cf1-ce808dce5c63/1/BC%20Provincial%20HCA%20Curriculum%20Guide%202015%20Final.pdf](http://solr.bccampus.ca:8001/bcc/file/e4e61b7e-6615-436e-9cf1-ce808dce5c63/1/BC%20Provincial%20HCA%20Curriculum%20Guide%202015%20Final.pdf)

³ Association of Canadian Community Colleges, and Canadian Association of Continuing Care Educators (2012). Canadian Educational Standards for Personal Care Providers. https://www.collegesinstitutes.ca/wp-content/uploads/2014/05/Reference-Guide_Canadian-Educational-Standards-for-Personal-Care-Providers_ACCC.pdf

⁴ Province of Ontario, Ministry of Advanced Education and Skills Development, (2014). Personal Support Worker Program Standard. <http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/health/41469.pdf>

Companion Resources

Life and Death Matters has developed companion resources—multimedia resources designed to enhance the delivery of education and assist with engaging students who are learning skills, attitudes and behaviours for integrating a palliative approach into care. Companion resources are available free of charge from the Life and Death Matters website.

Teaching Presentations (PPTs)

Teaching presentations were prepared using Microsoft PowerPoint™ software and throughout this guide are referred to as “PPTs.” The PPTs follow the teaching outline, and provide a lecture line for instructors to follow and lecture notes containing suggestions for teaching, activities, and key points to address. I highly recommend that you print the PPTs in what PPT (Microsoft) identifies as the NOTES PAGE format. Using the PPTs and the document together will facilitate both your preparation and teaching. PowerPoint presentations are available for free at

<http://lifeanddeathmatters.ca/products/ppts/>

Learning Activities

Learning Activities are identified in the PPTs. The notes section of the PPTs contain instructions for activities.

Videos

Videos were developed to help you teach: 1. About two difficult and very common symptoms, pain and difficult breathing; 2. About *Self-Care and Boundaries* from the expert perspective provided by Elizabeth Causton, MSW; and 3. To provide insight into the unique perspectives and challenges of providing hospice and palliative care. Use the videos in flipped classrooms or to supplement in class time. Videos are available for free at the Life and Death Matters website, at

<http://lifeanddeathmatters.ca/products/videos/>

Podcasts

The podcasts allow students to hear lecture content outside of classroom time and can deepen discussion, as well as facilitate integration activities during classroom time. Some of you may know this as the “flipped classroom.” Podcasts are available for free from the Life and Death Matters website at

<http://lifeanddeathmatters.ca/products/podcast-library/>

Integration Maps



BC HCA LEARNING OUTCOMES Health and Healing: Concepts for Practice	
Learning Outcomes	Text
<p>2. Discuss basic human needs and common characteristics of human development these concepts relate to person—centred care:</p> <ul style="list-style-type: none"> • Describe Maslow’s hierarchy of needs, explaining the importance of each level and the interrelationship of needs. • Conduct a needs assessment. • Discuss the principles of human development. • Describe the common characteristics and changes in the older adult. 	<p><u>Integrating a Palliative Approach: Essentials for Personal Support Workers</u> by Katherine Murray, 2015.</p> <p><i>Chapter 2 Understanding the Dying Process</i></p>

MAPPING	Health and Healing: Concepts for Practice				
Course Content	Resources				
	Text	Workbook	PPTs	Podcast	Video
Basic Human Needs: <ul style="list-style-type: none"> • Hierarchy of needs: Factors that affect needs and the meeting of needs in older adults. Human Development <ul style="list-style-type: none"> • Diversity in Older Adults • Factors influencing Aging 	<ul style="list-style-type: none"> • pp. 13-23, Chapter 2 Understanding the Dying Process <u>Topics</u> <ul style="list-style-type: none"> • Factors influencing aging • Factors influencing dying • Diversity in older adults • <u>Topics</u> <ul style="list-style-type: none"> • Dying is a normal part of living and aging. • The way that people die has changed - people are living longer and often have multiple chronic illnesses. 	<ul style="list-style-type: none"> • Ch 2, Q 1-6 Ch 3 Q 13,14	<ul style="list-style-type: none"> • Chapter 2 Understanding the Dying Process 		<ul style="list-style-type: none"> • Unprecedented: We've never died like this before
Multiculturalism and Diversity <ul style="list-style-type: none"> • Cultural influences on aging and health 	<ul style="list-style-type: none"> • pp. 156-159, Ch 6 Caring in the Last Days and Hours <u>Topics</u> <ul style="list-style-type: none"> • Developing a Plan for Time of Death • Identifying Rituals and Preferences for Care Following Death. 				

BC HCA LEARNING OUTCOMES Health Care Assistant: Introduction to Practice

Learning Outcomes	Text
<p>2. Contribute to the effective functioning of the health care team:</p> <ul style="list-style-type: none">• Discuss basic concepts of team development and group processes.• Outline the benefits and challenges of working in a team, including diversity within the team.• Describe principles of collaboration and cooperation that contribute to effective team functioning.	<p><u>Integrating a Palliative Approach: Essentials for Personal Support Workers</u> by Katherine Murray, 2015.</p> <p><i>Chapter 3 Integrating a Palliative Approach into Caregiving0</i></p>
<p>4. Apply self-reflection and self-appraisal processes in order to recognize and respond to own self--development needs as a care provider:</p> <ul style="list-style-type: none">• Discuss reflective practice: what it is, why it is important, how to become a reflective care provider.• Discuss how personal competence of the care provider is a component of caring practice.• Describe how self-assessment relates to self- development.• Discuss the importance of lifelong learning for all care providers.	<p><u>Integrating a Palliative Approach: Essentials for Personal Support Workers</u> by Katherine Murray, 2015.</p> <p><i>Chapter 1 Preparing to Care</i></p>

MAPPING	Health Care Assistant: Introduction to Practice				
Course Content	Resources				
	Text	Workbook	PPTs	Podcasts	Videos
<p>Teamwork in Health Care Settings</p> <ul style="list-style-type: none"> The health care team in various health care settings (residential, community and acute care). <p>and</p> <ul style="list-style-type: none"> Facilitating effective team functioning – principles of collaboration. 	<p>pp. 32-34, The health care team in hospice palliative care</p> <p><u>Topics</u></p> <ul style="list-style-type: none"> The team in various locations Role of the HCA on the team <p>pp. 46, The Team at Basecamp</p>	<ul style="list-style-type: none"> Ch 1 Q 6 	<ul style="list-style-type: none"> Slides 29-34, Chapter 3 Integrating a Palliative Approach The Health Care Team 		
<p>Self-reflective Practice</p> <ul style="list-style-type: none"> Reflective practice – what it is, why it is important, how to become a reflective care provider. 	<p>pp. 1-6, Chapter 1 Preparing to Care</p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> Reflective practice and developing self-awareness 	<ul style="list-style-type: none"> Ch 1, Q 1,4 			<ul style="list-style-type: none"> Packing for a Trip Applying the Idea of Baggage to Caregiving

BC HCA LEARNING OUTCOMES Health 1: Interpersonal Communication

Learning Outcomes	Text
<p>1. Identify the characteristics and qualities of effective interpersonal communications:</p> <ul style="list-style-type: none">• Discuss the basic elements of any interpersonal communication processes – sender, receiver, message, feedback.• Describe common barriers to communication.• Describe the characteristics of effective communication.• Discuss characteristics of culturally sensitive communication.• Differentiate between caring and non--caring communications in a variety of job--related situations.	<p><u>Integrating a Palliative Approach: Essentials for Personal Support Workers</u> by Katherine Murray, 2015. <i>Chapter 3 Integrating a Palliative Approach into Caregiving</i></p>
<p>2. Demonstrate effective, caring interpersonal communications with clients, colleagues, and others:</p> <ul style="list-style-type: none">• Utilize effective non--verbal communication, including non--verbal listening skills.• Describe the characteristics of effective use of touch.• Display an ability to be attuned to the non--verbal communications of clients and others.• Use open--ended questions.• Utilize active listening responses including paraphrasing and perception checking.• Display an ability to listen and respond empathically.• Use listening and responding skills to defuse anger and conflict.• Utilize assertive communications appropriately.• Determine when a situation is unsafe and it is important to leave.	<p><u>Integrating a Palliative Approach: Essentials for Personal Support Workers</u> by Katherine Murray, 2015. <i>Chapter 3 Integrating a Palliative Approach into Caregiving</i></p>

BC HCA LEARNING OUTCOMES Health 1: Interpersonal Communication	
Learning Outcomes	Text
<p>4. Apply self-reflection and self-appraisal processes in order to increase own effectiveness in interpersonal contexts:</p> <ul style="list-style-type: none"> • Reflect on how one’s personal beliefs and values influence perceptions, self-concept and behaviours. • Use self-reflection to determine one’s choices and patterns of communication. • Reflect on interpersonal interactions in order to increase own effectiveness. • Invite feedback and suggestions from others in order to increase own effectiveness. 	<p><u>Integrating a Palliative Approach: Essentials for Personal Support Workers</u> by Katherine Murray, 2015. <i>Chapter 1 Preparing to Care</i></p>

Mapping	Health 1: Interpersonal Communication				
Course Content	Resources				
	Text	Workbook	PPTs	Podcasts	Videos
<p>Introduction to Interpersonal Communication</p> <ul style="list-style-type: none"> • Elements of interpersonal communication processes – sender, receiver, message, feedback. • Barriers to communication. • Characteristics of effective communication: open, supportive, positive, understanding. • Importance of common courtesies. • Warmth, respect, empathy. • Appropriate use of humour. • Appreciating diversity of backgrounds: generational differences. • Culturally sensitive communication. • Communicating with people who speak a different language from yours. • What a caring response looks like. 	<p>pp. 36-47, Chapter 3 Providing Support</p> <p><u>Topics</u></p> <ul style="list-style-type: none"> • Characteristics of effective communication • Using open ended questions • Creating a nurturing place • Respect, warmth, empathy • Compassion • Supporting dignity • Barriers to communication 	<p>Ch 3, Q 2,3,9,10, 12,14-16</p>	<p>Slides 37-63, Chapter 3 Integrating a Palliative Approach into Caregiving</p> <p><u>Topics</u></p> <ul style="list-style-type: none"> • Creating a nurturing place • Characteristics of effective communication • Barriers to communication • Respect, warmth, empathy • Compassion • Supporting dignity • Using open ended questions 	<ul style="list-style-type: none"> • Roadblocks to Communication: Giving Advice • Roadblocks to Communication: Giving Praise • Roadblocks to Communication: Giving Reassurance • Roadblocks to Communication: Using Empathic Listening Lead-ins in HPC 	
<p>Knowledge of Self</p> <ul style="list-style-type: none"> • Interrelationship between self-concept, self-esteem, and interpersonal communications. • Recognizing how perception influences one's reality and experience of situations. • Societal, cultural, and experiential influences on perceptions and self-concept. • Using self-reflection to determine one's choices and patterns of communication. 	<p>pp. 1-10, Chapter 1, Preparing to Care</p> <ul style="list-style-type: none"> • Using Reflection to Develop Self-Awareness 	<p>Chapter 1, Q 5, 6a, d, 7</p>	<p>Slides 24-43, Chapter 1 Preparing to Care</p> <p><u>Topics</u></p> <ul style="list-style-type: none"> • Self-awareness • Reflective practice 	<ul style="list-style-type: none"> • Self-Awareness, Baggage, and Healthy Boundaries 	

Mapping	Health 1: Interpersonal Communication				
	Resources				
Course Content	Text	Workbook	PPTs	Podcasts	Videos
Responding to Others <ul style="list-style-type: none"> • Non-verbal listening skills. • Using open-ended questions. • Using paraphrasing/perception checking. • Listening and responding empathically. • Respond non-defensively to feedback, even when provided in a critical or confrontational manner. 	pp. 45-46, Chapter 3 Integrating a Palliative Approach into Caregiving <u>Topics</u> <ul style="list-style-type: none"> • Providing Support • Using open ended questions • Responding with empathy 	Ch 3 Q 12, 16	(Use the same slides as for Introduction to Interpersonal. Comm.) <ul style="list-style-type: none"> • Slides 37-63, Chapter 3 Integrating a Palliative Approach into Caregiving 	<ul style="list-style-type: none"> • Roadblocks to Communication: Giving Advice • Roadblocks to Communication: Giving Praise • Roadblocks to Communication: Giving Reassurance • Roadblocks to Communication: Using Empathic Listening Lead-ins in HPC 	

BC HCA LEARNING OUTCOMES Health 2: Lifestyle and Choices	
Learning Outcomes	Text
<p>2. Display an understanding of how lifestyle choices and behaviours contribute to physical, psychological, social, cognitive and spiritual health:</p> <ul style="list-style-type: none"> • Describe the effects of stress. • Recognize aspects of the HCA role which could lead to unhealthy stress. 	<p><u>Integrating a Palliative Approach: Essentials for Personal Support Workers</u> by Katherine Murray, 2015. <i>Chapter 7 Caring for YOU!</i></p>

MAPPING		Health 2: Lifestyle and Choices			
Course Content	Resources				
	Text	Workbook	PPTs	Podcasts	Video
<p>Understanding Health</p> <ul style="list-style-type: none"> • Health as a process i.e. a journey not a destination. 	<p>pp. 1, Ch 1 Preparing to Care Life is a journey and as people age, the journey will eventually follow a pattern of decline. Aging and dying are normal parts of the journey</p>				
<p>Psychological/emotional (feeling) components of health:</p> <ul style="list-style-type: none"> • Interaction between emotions/perceptions and health. • Psychologically safe environments. • Stress and stress management. • Common responses and effects of stress. • Common stressors related to work of the HCA. • Burnout and compassion fatigue. • Strategies for self--assessment and wellness intervention. 	<p>pp. 191-203, Ch 7 Caring for You!</p> <p><u>Topics</u></p> <ul style="list-style-type: none"> • Stress of caregiving • Identifying compassion fatigue • Self-assessment and wellness intervention • Strategies for preventing compassion fatigue 	<p>Ch 7, Q 1-5, 7</p>	<p>Ch 7 Caring for YOU!</p>		



BC HCA LEARNING OUTCOMES Healing 1: Caring for Individuals Experiencing Common Health Challenges	
Learning Outcomes	Text
<p>2. Display a sound understanding of common challenges to health and healing:</p> <ul style="list-style-type: none"> • Discuss the experience of illness, disability and common challenges to healing. • Discuss the experience of chronic illness and implications for care. 	<p><u>Integrating a Palliative Approach: Essentials for Personal Support Workers</u> by Katherine Murray, 2015.</p> <p><i>Ch 2 Understanding the Dying Process</i> <i>Ch 3 Integrating a Palliative Approach to Caregiving</i> <i>Ch 6 Providing Psychosocial Care</i></p>
<p>5. Demonstrate an understanding of the components of person-centred, end-of-life care for clients and families:</p> <ul style="list-style-type: none"> • Discuss the philosophy and principles of care used in hospice and palliative care settings. • Describe caring and problem-solving as these relate to end-of-life care in facilities and in community settings. • Discuss elements of legal/ethical practice in end-of-life care. • Describe common reactions/experiences as people approach death. • Discuss physical, emotional, cognitive, and spiritual needs of the dying person and appropriate interventions. • Discuss common reactions of family members and ways to support the family. • Describe processes involved in the care of the body after death. • Discuss the effects of a client's death on the health care workers involved in the dying process. • Display an understanding of the importance of and ways to provide self-care for the care-giver following a death. 	<p><u>Integrating a Palliative Approach: Essentials for Personal Support Workers</u> by Katherine Murray, 2015.</p> <p><i>Ch 3 Integrating a Palliative Approach to Caregiving</i> <i>Ch 4 Increasing Physical Comfort</i> <i>Ch 5 Providing Psychosocial Care</i> <i>Ch 6 Caregiving in the Last Days and Hours</i> <i>Ch 7 Caring for YOU!</i></p>

MAPPING	Healing 1: Caring for Individuals Experiencing Common Health Challenges				
	Resources				
Course Content	Text	Workbook	PPTs	Podcasts	Video
Structure and function of the human body Natural changes associated with aging.	Recap Chapter 2, Understanding the Dying Process • Dying is a normal part of living and aging. • The way that people die has changed - people are living longer and often have multiple chronic illnesses.				
Challenges to health and healing • The experience of illness and disability • Common challenges to healing: <ul style="list-style-type: none"> ○ Transitions. ○ Loss. ○ Pain. ○ Illness. ○ Death. 	pp. 119-121, Chapter 5 Providing Psychosocial Care <u>Topic</u> • Transitions in Dying	Ch 4, Q 1	Ch 5 Providing Psychosocial Care Slides 1-12		

MAPPING	Healing 1: Caring for Individuals Experiencing Common Health Challenges				
Course Content	Resources				
	Text	Workbook	PPTs	Podcasts	Video
<p>End-of-Life Care</p> <ul style="list-style-type: none"> • Hospice and palliative care-philosophy and principles of care. • The journey of dying-understanding and coming to terms with death and dying. 	<p>pp. 25-31, Chapter 3 Integrating a Palliative Approach to Caregiving <u>Topics</u></p> <ul style="list-style-type: none"> • Hospice and palliative care philosophy and principles <p>pp. 49-53, 58-63, Chapter 4 Increasing Physical Comfort - Part 1: Tools, Communication and Palliation <u>Topics</u></p> <ul style="list-style-type: none"> • Tools for Gathering Information - PPS, List of Sample Questions • Principles of Palliation • Principles of Using Medications to Manage Symptoms • Using Opioids to Manage Symptoms <p>pp. 119-121, Chapter 5 Providing Psychosocial Care <u>Topic</u> Transitions in Dying</p>	<p>Ch 1 Q 2,3, 6 b,c Ch 3 Q 1, 4-8</p> <p>Ch 4 Q 3-11</p> <p>Ch 5 Q 3,4 Ch 1 Q 1,2</p>	<p>Ch 3 Integrating a Palliative Approach Slides 1-28</p> <p>Ch 4A Tools and Communication for Physical Comfort Ch 4B Principles of Palliation</p> <p>Ch 5 Providing Psychosocial Care Slides 1-12</p>	<ul style="list-style-type: none"> • Predeath 101- Why Prepare for Dying? • What is a Good Death? A Bad Death? • What is an Appropriate Death? 	
<p>Caring and problem-solving as related to palliative care in facilities and in community settings.</p> <ul style="list-style-type: none"> • Legal/ethical practice and safety in palliative care. • Quality of life issues – honouring the individual and family/rituals. • Common reactions/experiences as people approach death. • Physical, emotional, cognitive and spiritual needs and appropriate interventions. 	<p>pp. 119-133, Chapter 5 Providing Psychosocial Care <u>Topics</u></p> <ul style="list-style-type: none"> • Transitions in Dying • Sharing Information • Supporting Choice, Control and Independence • Supporting Hope • Advance Care Planning- Having a Say through to Death • MAID for PSWs (available soon from Life and Death Matters website) 	<p>Ch 5 Q 5-7, 10</p>	<p>Ch 5 Providing Psychosocial Care Slides 1-33</p>		

MAPPING		Healing 1: Caring for Individuals Experiencing Common Health Challenges				
		Resources				
Course Content	Text	Workbook	PPTs	Podcasts	Video	
Comfort measures for: <ul style="list-style-type: none"> • Pain. • Breathing challenges. • Challenges with eating and drinking. • Dehydration. • Bowel function. • Restlessness. • Delirium. 	pp 65-117, Chapter 4, Increasing Physical Comfort Part 2:Common Symptoms <ul style="list-style-type: none"> • Changes in Bladder and Bowel Function • Decreased Appetite and Weight Loss • Dehydration • Delirium • Difficult Breathing • Fatigue • Mouth Discomfort • Nausea and Vomiting • Pain 	Ch 4, Q 2, 12-25 (Select questions for each symptom)	<ul style="list-style-type: none"> • Ch 4C Pain • Ch 4D Difficult Breathing • Ch 4E Decreased Appetite and Weight Loss • Ch 4F Changes in Bowel and Bladder Function • Ch 4G Dehydration • Ch 4H Delirium • Ch 4I Fatigue • Ch 4J Mouth Discomfort • Ch 4K Nausea and Vomiting 	<ul style="list-style-type: none"> • Dehydration – A Challenging Symptom • Dehydration and Decreased Fluids at End of Life • Anorexia and Cachexia in Hospice Palliative Care • Why Do We Do Mouthcare? • Pain: Assessing Pain in Hospice Palliative Care • Pain: Introduction to Understanding Pain 	<ul style="list-style-type: none"> • Dyspnea - The Feeling of Breathlessness • Introduction to Managing Pain 	

MAPPING	Healing 1: Caring for Individuals Experiencing Common Health Challenges				
Course Content	Resources				
	Text	Workbook	PPTs	Podcasts	Video
Self-care for the care-giver: <ul style="list-style-type: none"> • Personal and professional boundaries. • Recognizing the impact of loss on the care-giver. • Recognizing signs of and preventing stress and burnout. 	pp. 6-10, Chapter 1 Preparing to Care <u>Topics</u> <ul style="list-style-type: none"> • Maintaining Therapeutic Boundaries • How do you know if your boundaries are not clear? • How Can You Get Better at Maintaining Therapeutic Boundaries? pp. 191-203 Chapter 7 Caring for YOU! <u>Topics</u> Providing Care for the Dying Will Change You Compassion Fatigue Self-Care Strategies for Caregivers	<ul style="list-style-type: none"> • Ch 1 Q 5 Ch 7 Q 1-5, 7	Ch 1 Preparing to Care Slides 31-45 Ch 7 Caring for YOU!	<ul style="list-style-type: none"> • The Value of Maintaining a Therapeutic Distance • Therapeutic Boundaries: Phrases to Use • Our Role in Maintaining Therapeutic Boundaries • Self-awareness, Baggage and Healthy Boundaries 	Boundaries and Self-Care in Hospice and Palliative Care

BC HCA LEARNING OUTCOMES Healing 2: Caring for Individuals Experiencing Cognitive or Mental Challenges	
Learning Outcomes	Resources
<p>1. Describe ways to organize, administer and evaluate person--centred care and assistance for clients experiencing cognitive health challenges (dementia):</p> <ul style="list-style-type: none"> • Use an informed problem--solving process when caring for individuals experiencing cognitive health challenges. • Base choices and actions on a sound understanding of the physical, cognitive and psycho--social processes of various kinds of dementia. • Base choices and actions on an understanding of environmental influences on behaviours. 	<p><u>Integrating a Palliative Approach: Essentials for Personal Support Workers</u>, 2015, Katherine Murray</p>

MAPPING	Healing 2: Caring for Individuals Experiencing Cognitive or Mental Challenges				
	Resources				
Course Content	Text	Workbook	PPTs	Podcasts	Video
Cognitive Challenges in Older Adulthood Confusion and dementia.	pp 18-20, Ch 2 Understanding the Dying Process <ul style="list-style-type: none"> • Pattern of decline with dementia pp. 80, Ch 4 Increasing Physical Comfort <ul style="list-style-type: none"> • Differences between Delirium and Dementia <ul style="list-style-type: none"> • pp. 101-106 Ch 4 Pain - Assessing Pain When Dementia is Present pp. 124-125 Ch 5 Providing Psychosocial Care <ul style="list-style-type: none"> • The Dementia Difference: Integrating a Palliative Approach in Caring for People with Dementia 			<ul style="list-style-type: none"> • Grief and Loss: How is Loss and Grief with Dementia Different? • Disenfranchised Grief, Chronic Illness and Dementia Part 1 • Disenfranchised Grief, Chronic Illness and Dementia Part 2 	

BC HCA LEARNING OUTCOMES Healing 3: Personal Care and Assistance

Learning Outcomes

- 1.** Perform personal care skills in an organized manner ensuring the comfort and appropriate independence of the client:
- Provide specialized, sensitive care for the dying client in line with palliative care principles.

Resources

[Integrating a Palliative Approach: Essentials for Personal Support Workers](#) by Katherine Murray, 2015.

- 2.** Apply an informed problem--solving process to the provision of care and assistance:
- Assess the client and situation.
 - Observe changes in the client's health status.
 - Set priorities or make adjustments to the care process based on client requirements.
 - Identify priorities for care within the care plan.
 - Utilize appropriate health team members as resources to augment one's own problem-solving and decision-making.
 - Follow the care plan for each client.
 - Conduct care--giving or assisting activities.
 - Reflect on and evaluate effectiveness of care or assistance.
 - Carry out recording requirements.
 - Utilize creativity when required to adapt care and assistance to a variety of contexts.

[Integrating a Palliative Approach: Essentials for Personal Support Workers](#) by Katherine Murray, 2015.

MAPPING	Healing 3: Personal Care and Assistance				
Course Content	Resources				
	Text	Workbook	PPTs	Podcasts	Video
<p>Problem--solving when carrying out care--giving procedures</p> <ul style="list-style-type: none"> • Planning and implementing care based on the person's needs, the established care plan and agency policies. • Assessing the client and the situation prior to commencing care. • Evaluating effectiveness of the procedure. • Reporting and recording actions, results and observations. 	<p>pp. 49-57, Ch 4 Increasing Physical Comfort Part 1- Tools, Communication and Palliation Topics</p> <ul style="list-style-type: none"> • Gathering Information • Communicating with the Team • Advocating <p>pp. 27, Ch 3 Integrating a Palliative Approach into Caregiving</p> <ul style="list-style-type: none"> • Principles of Hospice Palliative Care <p>pp. 34, What PSWs can do to integrate a palliative approach</p>				
<p>Moving, positioning, and transferring a client</p> <ul style="list-style-type: none"> • Body mechanics. • Turning a person in bed. • Using positioning devices. 	<p>pp. 110, Ch 4 Increasing Physical Comfort</p> <ul style="list-style-type: none"> • Positioning for Comfort 				

Integrating Hospice and Palliative Care into the Practicum Courses and Between Courses

As with any team, it is helpful to integrate the clinical instructors in the discussion and teaching of hospice palliative care. The videos, case studies and relevant content can be integrated during “end of the day debriefing sessions.” Assignments can be integrated across courses and throughout the program. Reflective writing and journaling including art, music, and poetry can be assigned in the first week, then reviewed and discussed throughout the program.