

Unit 25: Understanding How to Work in End of Life Care

Unit reference number: T/616/7310

Level: 2

Unit type: Optional

Credit value: 3

Guided learning hours: 28

Unit summary

Providing care at the end of life is an essential role for a care worker. It is an important period of care that needs to be completed with sensitivity and dignity to support a 'good death'. It is a time when care workers will work with the individual, other professionals and family and friends to ensure that the needs of the individual are met as fully as possible, enabling them to remain in control and involved in their own care to the end of their life. Effective communication is very important during this period of care so care workers need to be able to convey information in a way that everybody understands using appropriate communication skills.

In this unit, you will learn about different perspectives on death and dying, and recognise the importance of the policies that support practice in the setting. You will develop knowledge of the different factors that can affect communication in end of life care and of the services that are available for end of life care users.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Know different perspectives on death and dying</p>	<p>1.1 Outline the factors that can affect an individual's views on death and dying</p> <p>1.2 Outline the factors that can affect own views on death and dying</p> <p>1.3 Outline how the factors relating to views on death and dying can impact on practice</p> <p>1.4 Define how attitudes of others may influence an individual's choices around death and dying</p>
<p>2 Understand the aims, principles and policies of end of life care</p>	<p>2.1 Explain the aims and principles of end of life care</p> <p>2.2 Explain why it is important to support an individual in a way that promotes their dignity</p> <p>2.3 Describe the importance of maintaining comfort and wellbeing in end of life care</p> <p>2.4 Describe the principles of advance care planning</p> <p>2.5 Define local and national policy and guidance for end of life care</p>
<p>3 Understand factors regarding communication in end of life care</p>	<p>3.1 Explain how an individual's ability to communicate may vary over time</p> <p>3.2 Explain own role in responding to key questions and cues from individuals and others regarding their end of life experience</p> <p>3.3 Describe how to respond to difficult questions from individuals and others in end of life care</p> <p>3.4 Outline strategies to manage emotional responses from individuals and others in end of life care</p> <p>3.5 Explain the importance of sharing appropriate information according to the principles and local policy on confidentiality and data protection</p>

Learning outcomes	Assessment criteria
<p>4 Know how to access the range of support services available to individuals and others in end of life care</p>	<p>4.1 Identify the range of support services and facilities available to individuals and others in end of life care</p> <p>4.2 Identify the key people who may be involved within a multi-disciplinary end of life care team</p> <p>4.3 Identify the potential barriers an individual may face when accessing end of life care support services</p> <p>4.4 Suggest ways to minimise the barriers an individual may face when accessing end of life care</p>

Content

What needs to be learned

Learning outcome 1: Know different perspectives on death and dying

Factors that affect views on death and dying

- Social factors.
- Cultural factors.
- Religious factors.
- Spiritual factors.
- Psychological or emotional factors.

Impact on practice

- Social attitudes – death is a taboo subject and can prevent open and honest discussion.
- Cultural factors – different needs and rituals related to death and dying.
- Religious factors – respect for different beliefs regarding end of life and death.

Attitudes that can affect choices

- Fear of death and dying.
- Family and professionals' expectations.
- Lack of awareness about wishes and preferences of the individual.
- Lack of public and professional discussion regarding the dying process and death.
- Lack of knowledge and understanding of death, dying and the grieving process.

What needs to be learned

Learning outcome 2: Understand the aims, principles and policies of end of life care

Aims and principles of end of life care

- Promote individuality.
- Ensure dignity and respect.
- Encourage choice and control.
- Support a 'good death'.
- Meet religious and spiritual needs.
- Meet cultural needs.

Promote dignity

- Privacy.
- Respect.
- Independence.
- Empathy.

Maintaining comfort and wellbeing

- Provide pain relief.
- Promote comfort.
- Reduce fear.
- Provide reassurance.
- Promote communication.

Advance care planning

- Planned care for decisions at end of life.
- Refusal of medical treatments.
- Promote independent choice and control.
- Respect the wishes of the individual.

Local and national policy at end of life

- Equality and diversity.
- End of Life Policy.
- Communication Policy.
- Data Protection Policy.
- Confidentiality Policy.
- Safeguarding Policy.
- NHS End of Life Pathway.
- Gold Standards Framework.
- NICE End of Life Care Guidelines.
- SCIE End of Life Care Pathway.

What needs to be learned

Learning outcome 3: Understand factors regarding communication in end of life care

Communication

- Communication can change as health deteriorates.
- Pain and loss of energy may prevent effective communication.
- Individuals may give clues that they want to talk.
- Be supportive and honest.
- Encourage questions, and expressions of fears and doubts.
- Use effective communication through:
 - appropriate touch
 - reassurance
 - space and time to listen
 - use of silence
 - open questions.

Responding to key questions

- Honesty.
- Respect confidentiality of individual.
- Refer to other professionals.
- Work within boundaries of role.
- Avoid referring to personal experiences.
- Seek support.

Strategies to manage emotional responses

- Principles of the communication process.
- Listening skills.
- Recognising emotional responses to illness, loss and grief in end of life care.
- Strategies for responding to an individual's emotions.
- Honesty and respect.
- Open dialogue.
- Complaints procedure.

Sharing information

- Seeking consent.
- Mental capacity and best interest.
- Decision making.
- Confidentiality.
- Permitted disclosure.
- Written and verbal communication.
- Documentation.

What needs to be learned

Learning outcome 4: Know how to access the range of support services available to individuals and others in end of life care

Support services

- Support groups.
- Bereavement counsellors.
- Online groups.
- Local hospice.
- Hospital.
- Palliative care team.

Multi-disciplinary team

- District Nurses.
- Specialist palliative care nurses.
- Doctors.
- Pharmacists.
- Occupational therapists.
- Physiotherapists.
- Social workers.
- Dieticians.
- Volunteers.
- Advocates.
- Counsellors.
- Chaplains/religious leaders.

Potential barriers to accessing end of life care support services

- Geographical barriers.
- Financial barriers.
- Lack of resources.
- Family commitments.
- Fear.
- Denial.
- Attitudes.
- Poor communication.

Information for tutors

Suggested resources

Book

Morris C, Collier F – *End of Life Care. A Care Worker Handbook*
(Hodder Education, 2012) ISBN 9781444163247

Websites

www.ncpc.org.uk

Website for National Council for Palliative Care and NHS England's Actions for End of Life Care 2014.

www.scie.org.uk

Social Care Institute for Excellence: End of Life Care.

www.skillsforcare.org.uk/Topics/End-of-Life-Care/End-of-life-care.aspx

Skills for Care: End of Life Care.

Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment of all learning outcomes (knowledge) may take place in or outside of a real work environment.