

Unit 137: Support Individuals at the End of Life

Level:	3
Unit type:	Optional
Credit value:	6
Guided learning hours:	50

Unit Aim

This unit support those who work in wide range of healthcare settings covering knowledge and skills required to support individuals who are at end of life.

Assessment requirements

This unit must be assessed in line with *Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence* document. Detailed information can be found in *Annexe A* of the qualification specification.

Evidence for skills within learning outcomes 4, 6, 7 and 8 must come from real work activities.

Because of the delicate nature of this unit, it may not be possible to be observed by the assessor, so the use of witness testimonies is permitted as the primary source of evidence to cover these criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the aims and principles of end-of-life care	1.1 Explain the aims and principles of end of life care
	1.2 Analyse the impact of national and local drivers on current approaches to end of life care
	1.3 Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care
	1.4 Identify the key people and services who may be involved in delivery of end of life care
	1.5 Explain the concept of holistic care at the end of life
	1.6 Describe the signs that suggest individuals are nearing the end of life

Learning outcomes The learner will:	Assessment criteria The learner can:
2 Understand factors affecting end of life care	2.1 Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death
	2.2 Explain how the beliefs, religion and culture of individuals and key people can influence end of life care
	2.3 Explain why support for an individual's health and well-being may not always relate to their terminal condition
3 Understand advance care planning in relation to end of life care	3.1 Describe the benefits to an individual of having as much control as possible over their end of life care
	3.2 Explain the purpose of advance care planning in relation to end of life care
	3.3 Explain why, with their consent, it is important to pass on information about the individual's wishes, needs, and preferences for their end of life care
	3.4 Outline ethical and legal issues that may arise in relation to advance care planning outside of own job role
	3.5 Explain how to work in the best interest of the individual without capacity
4 Be able to provide support to individuals and key people during end of life care	4.1 Support the individual and key people to explore their thoughts and feelings about death and dying
	4.2 Provide support for the individual and key people that respects their beliefs, religion and culture
	4.3 Demonstrate ways to help the individual feel respected and valued throughout the end of life period
	4.4 Provide information to the individual and/or key people about the individual's illness and the support available

Learning outcomes The learner will:	Assessment criteria The learner can:
	4.5 Give examples of how an individual's well-being can be enhanced by: • environmental factors • non-medical interventions • use of equipment and aids • alternative/complementary therapies
	4.6 Contribute to partnership working with key people to support the individual's well-being during end of life
5 Understand the role of organisations and support services available to individuals and key people in relation to end of life care	5.1 Explain why support for spiritual needs may be especially important at the end of life
	5.2 Describe a range of sources of support to address the needs of individuals and key people at the end of life
6 Be able to support individuals through the process of dying	6.1 Carry out own role in an individual's end of life care
	6.2 Contribute to addressing any distress experienced by the individual promptly and in agreed ways
	6.3 Adapt support to reflect the individual's changing needs or responses
7 Be able to take action following the death of individuals	7.1 Explain why it is important to know about an individual's wishes for their after-death care
	7.2 Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working
	7.3 Describe ways to support key people immediately following an individual's death
8 Be able to manage own feelings in relation to the dying or death of individuals	8.1 Identify ways to manage own feelings in relation to an individual's dying or death
	8.2 Utilise support systems to deal with own feelings in relation to an individual's dying or death

Additional information about the unit

Exemplification of terms used in assessment criteria:

Key people may include:

- Family members
- Friends
- Others who are important to the well-being of the individual.

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Well-being may include aspects that are:

- Social
- Emotional
- Cultural
- Spiritual
- Intellectual
- Economic
- Physical
- Mental.