



## **E-learning for End of Life Care (ELCA) Curriculum workbook (NLMS system)**

This curriculum workbook supports learners using the National Learning Management System (via the NHS Electronic Staff Record). The End of Life Care programme can be found within the section on Occupational Knowledge and Skills category in the NLMS catalog. Within each course (named in bold below), there are a varying number of e-learning sessions. You do not have to complete all sessions at the same sitting.

### **INTRODUCTION**

Display ID	Course name and session titles	Date completed	Notes/comment
<b>0.0</b>	<b>Introduction</b>		
	Introduction to e-learning for End of Life Care		
	Relationship between palliative care and end of life care		

### **ADVANCE CARE PLANNING**

Display ID	Course name and session titles	Date completed	Notes/comment
<b>1.0</b>	<b>Advance care planning: principles</b>		
	Introduction to principles of ACP		
	Cultural and spiritual considerations in ACP		
	Benefits and risks of ACP to patients, families and staff		
	ACP in practice: using end of life care tools		

<b>1.1</b>	<b>Advance care planning: context</b>		
	Advance Decision to Refuse Treatment: principles		
	Advance Decision to Refuse Treatment: in practice		
	Mental Capacity Act: aims and principles		
	Mental Capacity Act: in practice		
	Approaching ACP when capacity is uncertain, fluctuating or likely to deteriorate		
	ACP and different trajectories		
<b>1.2</b>	<b>Advance care planning: process</b>		
	Introduction to conducting conversations about advance care planning		
	How to get started and get the timing right		
	How to handle patients' questions and concerns		
	How to document conversations about advance care planning		
	How to negotiate decisions which may be difficult to implement		
	How to review previous ACP decisions		
<b>1.3</b>	<b>Advance care planning: developing practice</b>		
	Developing ACP in your organisation		
	Developing your practice, clinical supervision, further reading		

## ASSESSMENT

Display ID	Course name and session titles	Date completed	Notes/comments
<b>2.0</b>	<b>Assessment: principles</b>		
	Introduction to principles of assessment in end of life care: part 1		
	Introduction to principles of assessment in end of life care: part 2		

<b>2.1</b>	<b>Assessment: domains</b>		
	Assessment of physical symptoms		
	Assessment of physical function		
	Assessment of psychological well-being		
	Assessment of social and occupational well-being		
	Assessment of spiritual well-being		
	Context of assessment: cultural and language issues		
<b>2.2</b>	<b>Assessment: context</b>		
	Bereavement assessment and support		
	Carer assessment and support		
	Assessing through proxies		
	Assessing those with fluctuating mental capacity		
	Assessing urgent situations with limited information		
	Assessment of dying phase and after-death care		
<b>2.3</b>	<b>Assessment: process</b>		
	First assessment: meeting the patient		
	Identifying the patient's goals and priorities		
	Documentation, communication and coordination		
	Following up assessments and evaluating outcomes		
	Uses and limitations of assessment tools		

## COMMUNICATION SKILLS

Display ID	Course name and session titles	Date completed	Notes/comments
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<b>3.0</b>	<b>Communication skills: principles</b>		
	The importance of good communication		
	Principles of communication		
	Communicating with ill people		
	Talking with ill people: considering the surrounding environment		
	Culture and language in communication		
	Communication skills for admin staff, volunteers and other non-clinical workers		
	Self awareness in communication		
<b>3.1</b>	<b>Communication: basic skills</b>		
	Understanding and using empathy		
	Skills which facilitate good communication		
	Things which block good communication		
<b>3.2</b>	<b>Communication: modes of communication</b>		
	Face to face communication		
	Telephone communication		
	Written communication		
<b>3.3</b>	<b>Communicating: specific contexts</b>		
	Information giving		
	Breaking bad news		
	Communicating with non-English speaking patients		
	Communicating with people with speech and hearing difficulties		
	Communication with children and young people		
	Request for organ and tissue donation		
	Request for euthanasia		
	Legal and ethical issues embedded in communication		

<b>3.4</b>	<b>Communication: challenging scenarios</b>		
	“Am I dying?” “How long have I got?” – handling challenging questions		
	“Please don’t tell my husband....” – managing collusion		
	“How dare you do this to me!” – managing anger		
	“I don’t believe you, I’m not ready to die!” – managing denial		
	“What will it be like?” – talking about the dying process		
	“Why can’t I stay here” “I don’t want to stay here” – when preferred place of care cannot be met		
	“I’m not loveable anymore...” – discussing intimacy in end of life care		
	“Why me?” – discussing spiritual distress		
	Discussing ‘do not attempt CPR’ decisions		
	Discussing food and fluids		
	Silence: the withdrawn patient		
	Distress: the crying patient		
	Dealing with challenging relatives		
	Challenging communication with colleagues		

## SYMPTOM MANAGEMENT

Display ID	Course name and session titles	Date completed	Notes/comments
<b>4.0</b>	<b>Symptom management: principles</b>		
	General approach to assessment of symptoms		
	Agreeing a plan of management and care		
	Communicating the plan of management and care		
	Individual preferences and cultural influences on symptom management		
	Influence of transition points and crises on decision-making in symptom mx		

	Recognising your own limitations in symptom management		
<b>4.1</b>	<b>Symptom management: pain</b>		
	Assessment of pain		
	Principles of pain management		
	Drug management of pain – core knowledge		
	Opioids in pain management – advanced knowledge		
	Managing different types of pain		
<b>4.2</b>	<b>Symptom management: breathlessness</b>		
	Assessment of breathlessness		
	Drug management of breathlessness		
	Non-drug management of breathlessness		
<b>4.3</b>	<b>Symptom management: nausea, vomiting and constipation</b>		
	Causes of nausea and vomiting		
	Assessment of nausea and vomiting		
	Management of nausea and vomiting		
	Assessment of constipation		
	Management of constipation		
<b>4.4</b>	<b>Symptom management: emergencies</b>		
	Management of bleeding		
	Management of seizures		
	Recognising and managing malignant spinal cord compression		
<b>4.5</b>	<b>Symptom management: last days of life</b>		
	Recognising the dying phase, last days of life and verifying death		
	Managing death rattle		

	Managing agitation and restlessness in the dying phase		
	Managing distress during the dying phase		
<b>4.6</b>	<b>Symptom management: general issues</b>		
	Use of syringe drivers		
	Non-drug interventions in symptom management		
	Symptom management in people with learning difficulties or mental health problems		
	Symptom management complicated by coexisting conditions		
	Management of symptoms associated with wounds		
<b>4.7</b>	<b>Symptom management: mood</b>		
	Assessment of mood		
	Assessment and management of anxiety		
	Management of depression		
	Assessment and management of agitation		
<b>4.8</b>	<b>Symptom management: advanced illness</b>		
	Recognising and managing fatigue		
	Assessment and management of weight loss and loss of appetite		
	Management of sore mouth and other oral problems		
	Assessment of physical and cognitive deterioration in function		
	Management of physical deterioration		
	Management of cognitive deterioration		

## INTEGRATING LEARNING

Display	Course name and session titles	Date	Notes/comments
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<b>5.0</b>	<b>Initiating conversations about end of life care</b>		
	initiating conversations about EoLC: COPD		
	Initiating conversations about EoLC: cancer		
	Initiating conversations about EoLC: dementia		
	Initiating conversations about EoLC: long term neurological conditions		
<b>5.1</b>	<b>Critical situations</b>		
	Scenario: ambulance called to home		
	Scenario: terminal agitation – patient in a care home		
	Scenario: patient dying in acute hospital: optimising situation		
<b>5.2</b>	<b>Scenarios around dying</b>		
	When the dying process is protracted or unexpectedly fast		
	Sudden unexpected death		
	Dying as a prisoner		
	Dying as a homeless person		
	Dying in intensive care unit		
	Treatment and care towards the end of life: good practice decision-making		
<b>5.3</b>	<b>Condition-specific case studies</b>		
	Case study: End-stage cardiac disease		
	Case study: Motor neurone disease		
	Case study: COPD		
	Case study: End-stage renal disease		
	Case study: Dementia		
<b>5.4</b>	<b>Care after death</b>		
	Care after death I - Introduction to care after death		

	Care after death II – Providing personal care after death		
<b>5.5</b>	<b>Frameworks and tools</b>		
	A unified DNACPR Policy		
	Using the NHS Continuing Healthcare Fast Track Pathway Tool		
	Framework for End of Life Care in Advanced Kidney Disease		

## SOCIAL CARE

Display ID	Course name and session titles	Date completed	Notes/comments
<b>6.0</b>	<b>Social care</b>		
	Supporting people to live and die well		
	Palliative care social work		
	Assessment in end of life care		
	Support and care planning at end of life		
	Hospital social work		
	End of life care in care homes and domiciliary care settings		

## BEREAVEMENT

Display ID	Course name and session titles	Date completed	Notes/comments
<b>7.0</b>	<b>Bereavement</b>		
	Talking about death and dying		
	Assessment of carers' needs		
	Practical support after a bereavement		

	Sudden death and bereavement		
	Emotional support and signposting		
	Children and bereavement		

## **SPIRITUALITY**

<b>Display ID</b>	<b>Course name and session titles</b>	<b>Date completed</b>	<b>Notes/comments</b>
<b>8.0</b>	<b>Spirituality</b>		
	Spirituality and the philosophy of end of life care		
	Understanding and assessing spiritual need and spiritual distress		
	Spiritual care and models of spiritual intervention		
	Spiritual resources and quality of life		
	Spirituality and the multidisciplinary team		
	Spirituality in the community		