e-ELCA elearning programme

Supporting training in end-of-life care for all

This document provides an overview of the End-of-life care for all (e-ELCA) elearning programme and a full catalogue of the sessions and learning paths available.

Introduction to e-ELCA

The e-ELCA elearning programme aims to enhance the training and education of the health and social care workforce so that well-informed, high-quality care can be delivered by confident and competent staff and volunteers to support people wherever they happen to be.

The programme was commissioned by the Department of Health and developed by HEE e-Learning for Healthcare (elfh), in partnership with the Association for Palliative Medicine of Great Britain and Ireland, to support the implementation of the Department of Health's 2008 national End of Life Care Strategy.

Sessions

eELCA offers over **170 interactive sessions** which are grouped into nine modules:

- Advance care planning
- Assessment
- Communications skills
- Symptom management
- Social care
- Bereavement care
- Spiritual care
- Integrating learning in end-of-life care
- Specialist care

Priorities for the care of the dying person

Selected e-ELCA sessions have been mapped against the nine high level learning objectives in **'**One Chance to Get it Right'.

These sessions are available as **learning paths for specific staff groups** and aim to support the development of training related to care in the last days and hours of life.

Learning paths

e-ELCA also offers **learning paths** which provide targeted learning for specific **staff groups, defined curricula** and **condition-specific** end-of-life care.

Learning paths can be created to meet the specific learning needs of individual trusts or organisations. Contact the e-ELCA team to enquire.

Accessing eELCA

In order to access the full e-ELCA programme, you will need to register.

Selected e-ELCA e-learning sessions and learning paths are public access, so freely available to all with no registration required. These sessions are identified within this document.

Getting started

Introductory sessions

E-ELCA provides two introductory sessions. These sessions are public access and available to all.

Session title	Overview	Learning objectives	Audience	Quick link
Introduction to e-learning for end-of-life care	This session is your guide on how to use this e-learning programme for end-of-life care It also explains why it was developed and how it can be used to support learning.	By the end of this session you will be able to: • explain why and for whom e-ELCA was developed • describe how e-ELCA supports learning to meet the core competences for end-of-life care • reflect on how to use e-ELCA effectively for your own and others' professional development	This session is suitable for all.	215-0001
Relationship between palliative care and end-of-life care	This session will describe what is meant by the terms palliative care and end-of-life care, and what they have in common. Two case studies will be used to explain their relevance to patients with advanced progressive illnesses, and their families. The session will provide an overview of key components of palliative care and end-of-life care.	By the end of this session you will be able to: • explain what palliative care and end-of-life care means, and what they have in common • describe the key principles of palliative care and end-of-life care • apply a palliative care and end-of-life care approach to patients with advanced progressive illnesses	This session is suitable for all.	**215-0002**

Navigating e-ELCA

All sessions within the programme are listed in this document with a 'quick link' code
.
Enter this code into the search bar to easily locate the session you need.
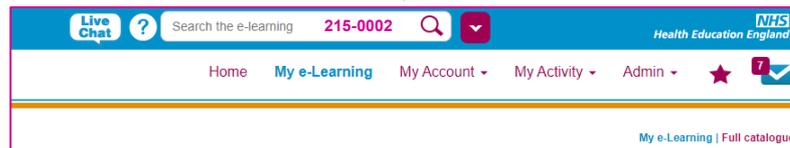
Support

If you have any queries regarding registration or access, or if you are in need technical assistance, please contact the support team.

e-ELCA 00: Learning paths

Supporting training in end-of-life care for all

This section details the learning paths available in the e-ELCA programme including:

- Priorities for the care of the dying person
- Profession-specific learning paths
- Condition-specific learning paths

00_01 Priorities for the care of the dying person

Learning path title	Overview	Link
Priorities for the care of the dying person: training needs analysis	This learning path contains an e-learning session which helps to identify the training needs of staff and how e-ELCA can be used to support education and training. You can also view/download a PDF version of the Training Needs Analysis if you prefer.	https://portal.e-lfh.org.uk/Component/Details/404638
Priorities for the care of the dying person: learning path for **doctors**	This learning path identifies core and additional recommended e-learning sessions for doctors to enhance the quality of care for patients in the last days of life and support for their families. The sessions that the individual doctor needs to complete depends on how competent they are already with this area of practice.	https://portal.e-lfh.org.uk/Component/Details/717451
Priorities for the care of the dying person: learning path for **nurses**	This learning path identifies core and additional recommended e-learning sessions for nurses to enhance the quality of care for patients in the last days of life and support for their families. We have defined sessions which contain core content to support what nurses need to know and do to provide good care for people who are dying.	https://portal.e-lfh.org.uk/Component/Details/717762
Priorities for the care of the dying person: learning path for **allied health professionals**	This learning path identifies core and additional recommended e-learning sessions for allied health professionals to enhance the quality of care for patients in the last days of life and support for their families. We have defined sessions which contain core content to support what AHPs need to know and do to provide good care for people who are dying.	https://portal.e-lfh.org.uk/Component/Details/717885
Priorities for the care of the dying person: learning path for **social care managers**	This learning path identifies core and additional recommended e-learning sessions for managers in social care to enhance the quality of care for patients in the last days of life and support for their families. We have defined sessions which contain core content to support what managers in social care need to know and do to provide good care for people who are dying.	https://portal.e-lfh.org.uk/Component/Details/717888
Priorities for the care of the dying person: learning path for **social care workers**	This learning path identifies core and additional recommended e-learning sessions for social care workers to enhance the quality of care for patients in the last days of life and support for their families. We have defined sessions which contain core content to support what social care workers need to know and do to provide good care for people who are dying.	https://portal.e-lfh.org.uk/Component/Details/719738
Priorities for the care of the dying person: learning path for **healthcare managers**	This learning path identifies core and additional recommended e-learning sessions for healthcare managers to enhance the quality of care for patients in the last days of life and support for their families. We have defined sessions which contain core content to support what healthcare managers need to know and do to provide good care for people who are dying.	https://portal.e-lfh.org.uk/Component/Details/719742
Priorities for the care of the dying person: learning path for **healthcare administrators**	This learning path identifies core and additional recommended e-learning sessions for healthcare administrators to enhance the quality of care for patients in the last days of life and support for their families. We have defined sessions which contain core content to support what healthcare administrators need to know and do to provide good care for people who are dying.	https://portal.e-lfh.org.uk/Component/Details/717897

00_02 Profession-specific learning paths

Learning path title	Overview	Link
Internal medicine trainees	This learning path is aimed at internal medicine trainees. Completion of these sessions is intended to complement ward-based learning, formal teaching, personal study and skills-based or simulation training.	https://portal.e-lfh.org.uk/Component/Details/603798 (years 1 and 2) https://portal.e-lfh.org.uk/Component/Details/605520 (year 3)
Ambulance service teams	The aim of this learning path is to enable ambulance services personnel (Emergency Care Practitioners (ECP), Clinical Support Desk Nurses (CSD), Emergency Medical Technicians and Paramedics) to have an awareness of end of life issues when responding to a situation involving an individual who is receiving palliative care or may be in the last days of life.	https://portal.e-lfh.org.uk/Component/Details/528847 (all staff) https://portal.e-lfh.org.uk/Component/Details/527361 (band 4 and above) https://portal.e-lfh.org.uk/Component/Details/524941 (paramedics)
Band 5 nurses working in specialist palliative care services	The purpose of this learning path is to identify core learning outcomes for communication, assessment and symptom management. The role of a mentor is important in supporting the nurse to identify the learning that is required to meet these learning outcomes and access the relevant e-ELCA sessions.	https://portal.e-lfh.org.uk/Component/Details/524321 (core) https://portal.e-lfh.org.uk/Component/Details/536229 (additional)
Clerical staff working in palliative care and end-of-life care services	This learning path and associated workbook is for clerical and support staff who work with palliative and end of life care teams	https://portal.e-lfh.org.uk/Component/Details/524693 (core) https://portal.e-lfh.org.uk/Component/Details/527206 (additional)
Out of hours urgent care practitioners	The aim of the path is to provide emergency care nurses, emergency care practitioners, Hospital/Hospice at Home nurses and other out of hours urgent care staff with a greater understanding and confidence when caring for individuals during the last days of life.	https://portal.e-lfh.org.uk/Component/Details/524799 (core) https://portal.e-lfh.org.uk/Component/Details/527210 (additional)
Registered nurses in acute hospitals caring for patients in the last days of life	The aim of this learning path is to provide registered nurses working in acute hospitals with greater understanding and confidence when caring for individuals during the last days of life.	https://portal.e-lfh.org.uk/Component/Details/524479 (core) https://portal.e-lfh.org.uk/Component/Details/527056 (additional)
Medical students	This learning path has been developed to support medical students. It is divided into three modules: core, additional and case studies.	https://portal.e-lfh.org.uk/Component/Details/554964
Royal College of Nursing learning path: Healthcare support workers caring for people near the end of life (public access)	This learning path is designed for healthcare support workers working with people approaching the end of life in all settings including care homes and domiciliary care. It has been created in collaboration with and is endorsed by the Royal College of Nursing. The learning path includes core and additional recommended e-learning sessions which aim to provide a greater understanding and confidence when caring for these individuals and supporting their families and friends.	https://portal.e-lfh.org.uk/Component/Details/717846
Skills for Care learning path: Care workers supporting a person near the end of life (public access)	This learning path is designed for care workers working in care homes and is also relevant for those working in domiciliary care/care at home services. It has core and additional recommended e-learning sessions designed to help care workers who care for people in the last days of life, and to offer support for their families.	https://portal.e-lfh.org.uk/Component/Details/717843
Internal medicine trainees	This learning path is aimed at internal medicine trainees. Completion of these sessions is intended to complement ward-based learning, formal teaching, personal study and skills-based or simulation training.	https://portal.e-lfh.org.uk/Component/Details/603798 (years 1 and 2) https://portal.e-lfh.org.uk/Component/Details/605520 (year 3)
Skills for Care learning path:Nurses working in care homes	This learning path provides registered nurses working in care homes with core e-ELCA sessions relating to their role.	https://portal.e-lfh.org.uk/Component/Details/737540

00_02 Profession-specific learning paths (cont)

Learning path title	Overview	Link
Specialist palliative care	This learning path utilises the specialty training curriculum for palliative medicine and identifies which e-ELCA sessions correspond to areas of the palliative medicine curriculum.	https://portal.e-lfh.org.uk/Component/Details/524803
General practitioners with an interest in palliative and end-of-life care	This learning path has been designed for general practitioners with an interest in palliative and end-of-life care who are looking to develop and maintain their palliative care knowledge. It would also be useful for GP trainees completing a placement in a hospice.	https://portal.e-lfh.org.uk/Component/Details/673733
Foundation doctors	This learning path has been developed to support foundation year medical students.	https://portal.e-lfh.org.uk/Component/Details/701043
Pharmacy professionals	This learning path is designed to support pharmacy professionals when dispensing medications to manage symptoms in people near the end of life.	https://portal.e-lfh.org.uk/Component/Details/711973

00_03 Condition-specific learning paths

Learning path title	Overview	Link
Heart failure	This learning path includes sessions that will support professionals in caring for people with heart failure.	https://portal.e-lfh.org.uk/Component/Details/605702
Motor neurone disease	This learning path includes sessions that will support professionals in caring for people living with MND.	https://portal.e-lfh.org.uk/Component/Details/525397
Chronic kidney disease	This learning path includes sessions that will support professionals in caring for people with chronic kidney disease.	https://portal.e-lfh.org.uk/Component/Details/672132
Resources to support staff with difficult conversations and end-of-life care	This learning path contains sessions relating to COVID-19 that are relevant to those working with patients with palliative and end-of-life care needs.	https://portal.e-lfh.org.uk/Component/Details/605621

e-ELCA 01: Advance care planning

Supporting training in end-of-life care for all

This section details the elearning sessions in the **Advance care planning (ACP)** module which aims to help you understand the principles and purpose of ACP, its benefits, and limitations and how to carry out ACP in practice.

01_01 Principles of ACP

Session title	Overview	Learning objectives	Audience	Quick link
Introduction to principles of ACP (Public access)	This session provides an introduction to advance care planning within the context of end-of-life care.	By the end of this session you will be able to: • define advance care planning • describe the process of advance care planning • discuss the reasons why advance care planning has been introduced • identify principles of good practice within the process of advance care planning • examine frequently asked questions that patients may pose concerning advance care planning • identify where you can find out more about advance care planning	This session is suitable for all healthcare staff.	215-0101
Cultural and spiritual considerations in ACP	This session considers individual, cultural and spiritual care influences within the context of advance care planning (ACP).	By the end of this session you will be able to: • discuss the person-centred approach and its relevance to advance care planning (ACP) • describe the role of cultural and spiritual factors within the ACP process • reflect upon your own core values and how they may impact on how you might interact with patients who have very different wishes and preferences • analyse case studies which illustrate the influence of personal, spiritual and cultural factors in ACP • discuss the contribution of the multidisciplinary team in highlighting patients' personal, cultural and spiritual needs	This session is suitable for all healthcare staff.	215-0102
Benefits and risks of ACP to patients, families and staff	This session focuses on the benefits and risks associated with implementing advance care planning within an end-of-life care context.	By the end of this session you will be able to: • describe the benefits of patients participating in advance care planning • describe the benefits of advance care planning for the family when a patient expresses their wishes and preferences • discuss the benefits of staff participating in advance care planning • identify ways in which the benefits of advance care planning can be promoted within your area of practice • identify the potential risks associated with implementing advance care planning	This session is suitable for all healthcare staff.	215-0103
ACP in practice: using end of life care tools	This session describes how the Preferred Priorities for Care tool may be used to facilitate advance care planning.	By the end of this session you will be able to: • describe how advance care planning (ACP) can be an enabler to good end of life care outcomes for patients and families • analyse how ACP may be facilitated using the Preferred Priorities for Care (PPC) as an example of an ACP tool • discuss issues that need consideration when using these tools to support ACP	This session is suitable for district nurses, clinical nurse specialists, all doctors, key workers.	215-0104

Session title	Overview	Learning objectives	Audience	Quick link
Advance decisions to refuse treatment: principles	This session focuses on principles of good practice which underpin the appropriate and valid use of Advance Decisions to Refuse Treatment (ADRT), within an end-of-life care context.	By the end of this session you will be able to: • discuss why patients may choose to develop an ADRT • describe principles of good practice which enable the appropriate and valid use of an ADRT in end-of-life care • analyse the patient benefits and safeguards associated with implementation of an ADRT • identify the role and boundaries of healthcare professionals participating in developing and reviewing an ADRT	This session is suitable for medical staff, nursing staff, allied health professionals and social care workers.	215-0105
Advance decisions to refuse treatment: in practice	This session builds on Advance decisions to refuse treatment: principles. It focuses on the practical steps involved in supporting patients requesting the development of an advance decision.	By the end of this session you will be able to: • describe the steps involved in developing an Advance Decision to Refuse Treatment (ADRT) • discuss how the sensitive use of communication skills can assist in developing an ADRT • discuss patients' key information requirements prior to developing an advance statement	This session is suitable for medical staff, nursing staff, allied health professionals and social care workers.	215-0106a
Writing an advance decision to refuse treatment	This session will use four case studies to think about the process of creating an advance decision to refuse treatment (ADRT).	By the end of this session you will be able to: • list possible treatments that could be included in an advance decision to refuse treatment • identify how patients who are in the early stage of a dementia but have capacity, may state what treatments they wish to refuse and in what circumstances • list the complexities of constructing an ADRT with a patient who is currently well • identify how a patient with a life limiting illness may state what treatments may be either withdrawn or withheld	This session is suitable for doctors and nurses who support patients in thinking about advance care planning. It will be most useful to GPs, doctors and senior nurses in palliative care, community matrons and disease specific senior nurses such as heart failure nurses.	215-0106b
Mental Capacity Act: aims and principles	This session considers the aims and key principles that underpin the Mental Capacity Act (2005). It discusses why the Act was needed, describes how capacity to make decisions may be assessed and discusses the principles of best interests decision making.	By the end of this session you will be able to: • describe the aims and five core principles underlying the Mental Capacity Act • explain why the Mental Capacity Act (2005) was needed • describe how the capacity to make decisions may be assessed • discuss the principles of best interests decision making • identify when proxy decision making may need to be used • assess your own confidence levels in understanding and working with the Mental Capacity Act	This session is suitable for doctors, nurses, health care assistants, administrative staff, pharmacists, clerical staff, social workers, allied health care professionals, psychologists, chaplains.	215-0107
Mental Capacity Act: in practice	This session focuses on applying the aims and principles of the Mental Capacity Act (2005) within the context of advance care planning.	By the end of this session you will be able to: • describe how an understanding of the MCA will affect how you engage in advance care planning in your practice • analyse a complex case scenario that relates to the MCA and the impact it has on decision making at the end of life • discuss the implications of the MCA on team working	This session is suitable for doctors, nurses, health care assistants, administrative staff, pharmacists, clerical staff, social workers, allied health care professionals, psychologists, chaplains.	215-0108

e-ELCA 01: Advance care planning

01_02_Process (cont)

Session title	Overview	Learning objectives	Audience	Quick link
Approaching ACP when capacity is uncertain, fluctuating, or likely to deteriorate	This session focuses on managing advance care planning in situations where the patient has a disorder or impairment of the mind or brain which is fluctuating or deteriorating and is likely to affect capacity.	By the end of this session you will be able to: • identify situations where there is a high probability that non-reversible deterioration or intermittent changes in mental capacity are likely to occur • describe the tools and methods currently available to assess mental capacity in this context • discuss how to interpret wishes and behaviour in context of fluctuating capacity • discuss the contribution and challenges that arise from involving family members in determining best interests	This session is suitable for doctors, nurses, health care assistants, administrative staff, pharmacists, clerical staff, social workers, allied health care professionals, psychologists, chaplains.	215-0109
ACP and different illness trajectories	This session provides an overview of the concept of illness trajectories and its influence on the advance care planning (ACP) process in end-of-life care.	By the end of this session you will be able to: • describe the illness trajectories of common end of life care conditions • recognise factors that influence the pathway of an illness trajectory • analyse the different trajectory types and describe the limitations of the trajectory approach • discuss the implication of illness trajectories on the ACP process	This session is suitable for doctors, qualified nurses, allied health care professionals, social care workers.	215-0110

01_03 ACP in Context

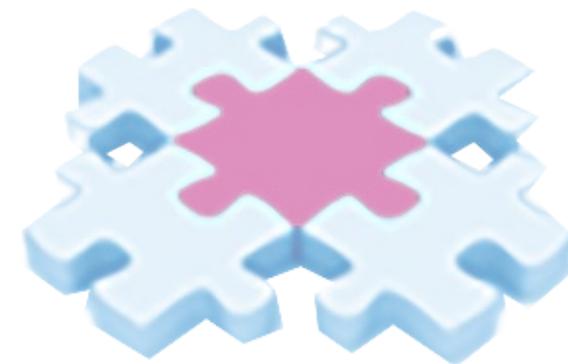| Session title	Overview	Learning objectives	Audience	Quick link
Introduction to conducting conversations about advance care planning	This session will focus on the key elements of advance care planning conversations and the skills, knowledge and attitudes which professionals require to conduct them.	By the end of this session you will be able to: • discuss what patients might expect of staff who initiate advance care planning (ACP) conversations • list the key elements of ACP conversations and the skills that professionals require to conduct them • examine some of the factors that influence the pace and direction of an ACP conversation • evaluate how confident you are in engaging in an ACP conversation	This session is suitable for doctors, nurses, healthcare assistants, admin and clerical staff, pharmacists, social workers, AHPs, psychologists, chaplains.	215-0111
How to get started and get the timing right	This session will focus on how to initiate ACP conversations.	By the end of this session you will be able to: • recognise appropriate opportunities to initiate conversations about advance care planning • initiate conversations about advance care planning using effective communication skills • recognise when the timing is wrong for initiating conversations about advance care planning	This session is suitable for doctors, nurses, allied health professionals, psychologists, chaplains, social care professionals.	215-0112
Engaging effectively about advance care planning with people from ethnically diverse backgrounds	This session aims to build healthcare professional confidence and expertise in supporting people from diverse ethnic backgrounds to engage in thinking ahead about deterioration and dying at a time and at a level with which the patient feels comfortable.	By the end of this session you will be able to: • demonstrate how to use the iceberg model as an underpinning for providing patient-centred care • describe key complexities in discussions about deterioration and dying with patients from culturally and linguistically diverse backgrounds • explain how you can foster positive interactions, rapport and discussions about deterioration and dying • be more comfortable in working in the context of uncertainties and different approaches to planning and defining a good death	Health and social care professionals who discuss prognosis and decisions about treatment and care with patients and their families.	215-0125

Session title	Overview	Learning objectives	Audience	Quick link
How to handle patients' questions and concerns	This session will assist you with developing the knowledge and skills to respond sensitively to patients' questions and concerns about advance care planning and handle any misunderstandings.	By the end of this session you will be able to: • identify 'typical' patient questions and concerns about advance care planning (ACP) and strategies for responding to these • recognise cues which indicate that the patient is becoming distressed and finding it difficult to cope with what is being discussed • describe how to draw the ACP conversation to a close	This session is suitable for doctors, nurses, allied health professionals, psychologists, chaplains, social care professionals.	215-0113
How to document conversations about ACP	This session explores the process and relevance of documenting the outcomes of the advance care planning (ACP) discussion.	By the end of this session you will be able to: • discuss the principles of documenting conversations about advance care planning • demonstrate how to draw up an effective advance care planning document • explain the importance of patient involvement in deciding what to document • recognise the importance of sharing the content of advance care planning documents appropriately	This session is suitable for doctors, nurses, final year medical and nursing students, social workers, social care workers, chaplains, psychologists, allied health care professionals.	215-0114
How to negotiate decisions which may be difficult to implement	This session considers how health and social care professionals can sensitively handle advance care planning (ACP) situations where needs, preferences and expectations are unrealistic or may not be achievable.	By the end of this session you will be able to: • specify factors which may contribute to the development of unrealistic patient wishes and preferences • recognise your own limitations and boundaries in handling this type of conversation • describe how to negotiate with the patient whose wishes and preferences may not be achievable	This session is suitable for doctors, nurses, social workers, chaplains, allied health care professionals, psychologists.	215-0116
How to review previous ACP decisions	This session focuses on reviewing statements and decisions, which have previously been made by patients within the advance care planning process for end-of-life care.	By the end of this session you will be able to: • list the benefits of reviewing previous advance care planning statements and decisions • identify suitable opportunities to review an advance care planning document • suggest useful phrases to initiate an advance care planning follow-up conversation	This session is suitable for GPs, GP trainees, community nurses, hospital nurses, specialist nurse for long term conditions, palliative care nurses, nurses working in care homes, social workers.	215-0117

01_04 Developing practice

Session title	Overview	Learning objectives	Audience	Quick link
Developing ACP in your organisation	This session focuses on the principles, processes and considerations involved in integrating advance care planning within your organisation.	By the end of this session you will be able to: • appraise your organisation's readiness to adopt best practice guidance on ACP • discuss which groups or stakeholders in your locality need to be considered and consulted • identify barriers to implementing ACP within your organisation • describe the training needs of staff within your organisation and the resources available to service these training needs • compose an outline plan for taking forward ACP within your locality	This session is suitable for senior doctors, senior nurses, service managers, team leaders, quality officers.	215-0117
How to negotiate decisions which may be difficult to implement	This session considers how health and social care professionals can sensitively handle advance care planning (ACP) situations where needs, preferences and expectations are unrealistic or may not be achievable.	By the end of this session you will be able to: • specify factors which may contribute to the development of unrealistic patient wishes and preferences • recognise your own limitations and boundaries in handling this type of conversation • describe how to negotiate with the patient whose wishes and preferences may not be achievable	This session is suitable for doctors, nurses, social workers, chaplains, allied health care professionals, psychologists.	215-0116
How to review previous ACP decisions	This session focuses on reviewing statements and decisions, which have previously been made by patients within the advance care planning process for end-of-life care.	By the end of this session you will be able to: • list the benefits of reviewing previous advance care planning statements and decisions • identify suitable opportunities to review an advance care planning document • suggest useful phrases to initiate an advance care planning follow-up conversation	This session is suitable for GPs, GP trainees, community nurses, hospital nurses, specialist nurse for long term conditions, palliative care nurses, nurses working in care homes, social workers.	215-0117

e-ELCA 02: Assessment

Supporting training in end-of-life care for all

This section details the elearning sessions in the **Assessment in end-of-life care** module which aim to help you to understand the principles, purpose and boundaries of effective assessment of individuals approaching the end of life.

02_01 Principles of assessment

Session title	Overview	Learning objectives	Audience	Quick link
Introduction to principles of assessment in end-of-life care: part 1 (public access)	This session explores the principles and values of assessment in end-of-life care. It discusses the purpose of assessments, what should be assessed and introduces you to what a holistic assessment includes.	By the end of this session you will be able to: • describe the purpose of assessment in end-of-life care • review the values associated with assessment in end-of-life care • explain what is included in a holistic assessment	This session will be most useful for nurses, nursing assistants and allied health professionals.	215-0201
Introduction to principles of assessment in end-of-life care: part 2 (public access)	This session describes the structure of the end-of-life care assessment process and the personnel and locations involved at each stage. It will explore the role of the assessor and look at interpersonal issues raised by the assessment.	By the end of this session you will be able to: • describe key stages in end-of-life care • identify when assessments and re-assessments would be important • describe how to respond to cues within your assessment • explain how and where end of life care assessments may take place • describe the role of the multi-professional team in end-of-life care assessment • analyse your role in relation to assessment and recognise your own concerns and fears in relation to assessment in end-of-life care	This session is suitable for care workers and health care assistants. Newly qualified nurses and some therapists will also find it useful.	215-0202

02_02 Domains of assessment

Session title	Overview	Learning objectives	Audience	Quick link
Assessment of physical symptoms	Assessment of physical wellbeing is one of the four core areas (also known as domains) of a holistic assessment. In this session you will explore assessment of physical symptoms and how this may interact with the other aspects of a holistic assessment.	By the end of this session you will be able to: • describe the purpose of assessment of physical wellbeing • distinguish types of physical symptoms that may affect physical wellbeing • apply a framework for identifying patients' key physical concerns • describe how physical problems may affect other areas, e.g., psychological, social and spiritual	This session is suitable for nurses, student nurses, healthcare assistants, allied health professionals.	215-0205a
Assessment of physical function	Assessment of physical function is one of the four core areas (also known as domains) of a holistic assessment. In this session you will explore assessment of physical function and its potential interactions with other areas.	By the end of this session you will be able to: • describe the purpose of assessment of physical function • apply a framework for identifying patients' key concerns about physical function • describe how physical problems may affect other areas, for example, psychological wellbeing and social interaction • discuss how to move from identifying problems in physical function to agreeing relevant and helpful goals with the patient	This session is suitable for registered nurses, healthcare support workers, physiotherapists, occupational therapists, therapy assistants, social workers.	215-0205b
Assessment of psychological wellbeing	Psychological assessment is one of the four core areas (also known as domains) of a holistic assessment. In this session you will explore this domain and its potential interactions with the other areas.	By the end of this session you will be able to: • describe the purpose of assessment of psychological and emotional wellbeing • distinguish the areas that may be assessed for psychological and emotional wellbeing • apply a framework for identifying patients' key psychological concerns • discuss how to link identification of problems with identifying goals for improvement with the patient • identify how psychological/emotional problems may affect other areas, for example, physical, spiritual and social • assess your confidence in the area of psychological assessment	This session will be most useful for nurses and allied health professionals.	215-0206

02_02 Domains of assessment (cont)

Session title	Overview	Learning objectives	Audience	Quick link
Assessment of social and occupational wellbeing	This session considers the importance of addressing social and occupational needs for patients at the end of life. As well as considering when and how to assess, you will be introduced to a framework to assist you in formulating achievable goals with patients.	By the end of this session you will be able to: • describe the purpose of assessing social and occupational well-being • apply a framework for identifying patients' key social and occupational concerns • identify how social and occupational concerns may affect physical, spiritual, psychological areas of assessment • discuss how to link identification of problems with identifying goals of improvement with the patient	This session will be most useful for nurses and allied health professionals.	215-0207
Assessment of spiritual wellbeing	Assessment of spiritual wellbeing is one of the four core areas (also known as domains) of a holistic assessment in end-of-life care. In this session you will explore this domain and its potential interactions with the other core areas.	By the end of this session you will be able to: • define the term spirituality • describe the purpose of assessing spiritual well-being in end-of-life care patients • examine practical ways of identifying spiritual concerns in patients approaching the end of life • describe how spiritual problems may affect other aspects of end-of-life care	This session is suitable for doctors, nurses, health care assistants, social workers, students, OT, PT, chaplains, students.	215-0208

02_03 Context of assessment

Session title	Overview	Learning objectives	Audience	Quick link
Context of assessment: cultural and language	This session explores the issues of culture and language, which are part of the individual context for each person being assessed.	By the end of this session you will be able to: • describe the different types of culture that you may come across when assessing end-of-life care situations • discuss the importance of cultural sensitivity when carrying out end-of-life care assessments • explain how patients may give different meanings to their symptoms and problems, and the relevance of this to end-of-life care assessments • reflect on your own culture and that of others that you meet, and consider how culture might affect the end-of-life care assessments you are making • consider how language may have an effect on the assessment in end-of-life care	This session is suitable for doctors, nurses, health care assistants, social workers, students, OT, PT, chaplains, students.	215-0211
Bereavement assessment and support	Bereavement and grief are highly individual and complex experiences. This session looks at factors that may affect (or influence) the experience of grief and bereavement.	By the end of this session you will be able to: • describe the purpose of assessment of bereavement needs • discuss what helps people in bereavement • discuss factors that may increase vulnerabilities in bereavement • apply a framework for assessing bereavement • recognise ways of supporting people in bereavement	This session is suitable for doctors, nurses, health care assistants, social workers, students, OT, PT, chaplains, students.	215-0209

Session title	Overview	Learning objectives	Audience	Quick link
Carer assessment and support	This session looks at the importance of carers' needs, how to assess the needs of carers and sources of support for carers	By the end of this session you will be able to: • describe the purpose of assessment of bereavement needs • discuss what helps people in bereavement • discuss factors that may increase vulnerabilities in bereavement • apply a framework for assessing bereavement • recognise ways of supporting people in bereavement	This session is suitable for doctors, nurses, health care assistants, social workers, students, OT, PT, chaplains, students.	215-0212
Assessing through proxies	This session will introduce issues related to assessing people's end of life care needs through a proxy when the individual is not able to communicate directly with the person carrying out the assessment.	By the end of this session you will be able to: • discuss the different types of situation where you may need to use a proxy in assessing someone's end of life care needs • recognise the different types of proxy • analyse the challenges surrounding the use of proxies for assessing end of life care needs • apply strategies to use proxies appropriately in your practice	This session is suitable for doctors, nurses, health care assistants, social workers, students, OT, PT, chaplains, students.	215-0224
Assessing those with fluctuating mental capacity	This session explores issues related to the assessment of end-of-life care needs of someone who has fluctuating mental capacity.	By the end of this session you will be able to: • describe how to evaluate fluctuating mental capacity in an individual in an end-of-life care situation • recognise the contribution and challenges of involving family members when assessing end of life care needs in someone who has fluctuating mental capacity • describe a practical approach to assessing end of life care needs in a patient with fluctuating mental capacity • outline how to translate assessment findings into an action plan, in accordance with the principles of the Mental Capacity Act and best interests of the patient	This session is suitable for doctors, nurses, health care assistants, social workers, students, OT, PT, chaplains, students.	215-0225
Assessing urgent situations with limited information	This session will look at how you can assess urgent end of life care situations when you have limited information.	By the end of this session you will be able to: • list the common situations requiring urgent attention that may arise in end-of-life care • outline the core steps of assessing an urgent end-of-life care situation when you have limited information • discuss the information and communication needs related to the urgent end-of-life care situation for other professionals, the patient and family • describe the actions that can be taken to pre-plan for, or prevent, urgent situations	This session is suitable care home workers, health care assistants, registered nurses, palliative care nurses, junior doctors, AHPs.	215-0226
Assessment of dying phase and after-death care	This session focuses on the critical aspects of the holistic assessment of a dying patient, including the patient's family and carers. It describes the procedures following death and the potential impact that such deaths have on professional carers.	By the end of this session you will be able to: • recognise the clues which signal the start of the dying phase • describe the critical aspects of assessment of a dying person, including the patient's family and carers • outline how to assess and meet the immediate needs of the deceased patient and bereaved people after death • recognise the potential impact of the death on professional carers	This session is suitable care home workers, health care assistants, registered nurses, palliative care nurses, junior doctors, AHPs.	215-0227
Following up assessments and evaluating outcomes	This session looks at the importance of follow up assessments and evaluation of outcomes in end-of-life care. It also looks at how the actions identified as part of the assessment process help to meet patients' needs	By the end of this session you will be able to: • explain the role of follow up assessments and evaluation in end-of-life care assessment • distinguish between initial and follow up assessments • describe the importance of evaluating outcomes following care planning • apply a framework for carrying out follow up assessments	This session is suitable for doctors, nurses, health care assistants, social workers, students, OT, PT, chaplains, students.	215-0218

e-ELCA-02: Assessment in end-of-life care

Session title	Overview	Learning objectives	Audience	Quick link
First assessment: meeting the patient	This session will help you to prepare for your first assessment meeting with a patient or individual, in the specific context of end-of-life care. It will assist you to consider things in order to achieve the most out of a first assessment.	By the end of this session you will be able to: • identify what is involved in preparing for a first assessment in the context of end-of-life care • negotiate consent to work with the person and other health and social care professionals • recognise assessment as a continuous process and the need to ensure assessments are not over burdening people • apply communication skills sensitively to undertake an assessment • describe how to identify solutions and plan care with the individual	This session is suitable for doctors, nurses, health care assistants, social workers, students, OT, PT, chaplains, students.	215-0215
Identifying the patient's goals and priorities	In this session, you will look at different ways of identifying what a patient's goals and priorities are, as part of the assessment process.	By the end of this session you will be able to: • describe the importance of assessing goals and priorities from a patient perspective • describe the importance of understanding goals and priorities from family or informal carer perspectives, and from a professional caring team perspective • identify ways of drawing out patient and family goals, and priorities of care • use an appropriate approach to dealing with unrealistic goals and priorities of care	This session is suitable for care home workers, health care assistants, registered nurses, palliative care nurses, palliative medicine and GPs in early training, social workers, AHPs and therapists.	215-0216
Documentation, communication and coordination	This session discusses the importance of documenting and communicating assessments of end-of-life care needs.	By the end of this session you will be able to: • explain the purpose of documenting end-of-life care assessments • discuss the principles of documenting and sharing information collected as a result of the assessment of end-of-life care needs • describe the use of summary care records in end-of-life care • discuss the communication and coordination aspects of the assessment of end-of-life care needs	This session is suitable for the public, care home workers, registered nurses, social care workers, palliative medicine and GP trainees in early years.	215-0217
Following up assessments and evaluating outcomes	This session looks at the importance of follow up assessments and evaluation of outcomes in end-of-life care. It also looks at how the actions identified as part of the assessment process help to meet patients' needs	By the end of this session you will be able to: • explain the role of follow up assessments and evaluation in end-of-life care assessment • distinguish between initial and follow up assessments • describe the importance of evaluating outcomes following care planning • apply a framework for carrying out follow up assessments	This session is suitable for doctors, nurses, health care assistants, social workers, students, OT, PT, chaplains, students.	215-0218
Uses and limitations of assessment tools	There are a wide range of tools for assessment in end-of-life care. This session explores the uses and limitations of some of those tools.	By the end of this session you will be able to: • describe the uses of assessment tools in end-of-life care • recognise the limitations of using assessment tools in end-of-life care • review the types of assessment tool for use in end-of-life care • describe the criteria for selecting an assessment tool for use in end-of-life care	This session is suitable for specialist palliative care nurses, nurses working in palliative care services, district nurses, specialty doctors, junior doctors in training.	215-0219

e-ELCA 03: Communication skills

Supporting training in end-of-life care for all

This section details the elearning sessions in the **Communication skills** module which aims to help you understand the importance of effective communication in end-of-life care.

Session title	Overview	Learning objectives	Audience	Quick link
The importance of good communication (public access)	This session explains the importance of good communication in the context of end-of-life care. It covers the principles of good communication, and then the consequences of good and bad communication for patients, families and those working with them.	By the end of this session you will be able to: • recognise the principles of good communication in end-of-life care • recognise the consequences of poor communication for patients, families and those working with them in end-of-life care • identify why good communication is important to patients and their families in end-of-life care • explain why good communication is important for those working with patients and their families in an end-of-life care setting	This session is useful to all health and social care workers supporting patients and their families.	215-0301
Principles of communication (public access)	This session looks at how you can facilitate good communication - whether you are a patient, a carer or a health or social care professional. It aims to look at the basic things needed to make communication helpful for all those involved.	By the end of this session you will be able to: • define communication • list factors that help good communication • list factors that prevent good communication • describe why patients, families and staff sometimes block communication • discuss how good and poor communication might impact upon you and the people you are talking to	This session is useful to all health and social care workers supporting patients and their families.	215-0302
Communicating with ill people (public access)	Communicating with ill patients can be quite challenging for many reasons. This session looks at how you can improve your communication with ill patients in end-of-life care.	• By the end of this session you will be able to: identify factors that can make it challenging to communicate with ill people in end-of-life care recognise when you might need to stop a conversation reflect on how you communicate with others list some strategies for you to use to make your communication more effective with ill patients	This session is useful to all health and social care workers supporting patients and their families.	215-0303
Talking with ill people considering the surrounding environment (public access)	This session looks at the importance of the environment when communicating with patients in end-of-life care.	By the end of this session you will be able to: • describe environmental factors that help communication • describe environmental factors that hinder communication • recognise what the professional can do in their own environment to improve communication	This session is useful to all health and social care workers supporting patients and their families.	215-0304
Culture and language in communication (public access)	In this session, you will explore how culture and language affect the way in which we communicate with each other, especially in the context of end-of-life care.	By the end of this session you will be able to: • define culture, and describe types of cultures you may come across in everyday life • describe how culture, language and jargon could affect how we talk with each other • give the reasons for and against using family members as interpreters • reflect on how your own culture influences how you talk with others	This session is suitable for all healthcare professionals.	215-0305
Communication skills for administrative staff, volunteers and other non-clinical workers (public access)	This session explores the challenges faced by administrative staff and volunteers when communicating with patients near the end of life and those close to them. It also looks at the skills required to manage these situations. This session was reviewed by Karen Goodman and Richard Kitchen and last updated in October 2020.	By the end of this session you will be able to: • describe the process of communicating or transmitting a message between two or more people • recognise the challenges faced by administrative staff and volunteers in communicating with patients approaching the end of their lives and those close to them • identify effective face to face, telephone and written communication skills that administrative staff and volunteers can use in end-of-life care situations • identify methods to manage stress	This session is suitable for administrative staff, clerical staff, volunteers, porters, housekeeping staff.	215-0306

e-ELCA: Communication skills

03_01 Principles of communication (cont)

Session title	Overview	Learning objectives	Audience	Quick link
Self awareness in communication	This session explains the importance of self-awareness and reflection in end-of-life care.	By the end of this session you will be able to: • describe how reflection improves self-awareness in communication • discuss the impact of your own style on those with whom you communicate • describe the impact of your style on your own well-being and job satisfaction • outline strategies for improving your self-awareness about communication	This session is useful to all health and social care workers supporting patients and their families.	215-0307

03_02 Basic skills

Session title	Overview	Learning objectives	Audience	Quick link
Understanding and using empathy	This session describes empathy and encourages you to explore its use in the clinical setting.	By the end of this session you will be able to: • define the term empathy • contrast the terms empathy, sympathy and pity • describe an empathic statement • examine the use of empathy in communication with patients and their families, and your colleagues • assess your confidence around putting empathy into practice	This session is useful to all health and social care workers supporting patients and their families.	215-0308
Skills which facilitate good communication	This session will look at how things that we say, as well as things that we do, can facilitate good communication in an end-of-life care setting.	By the end of this session you will be able to: • describe non-verbal communication that enhances the overall effectiveness of a conversation in an end-of-life care setting • describe verbal and non-verbal cues that can help to improve communication in an end-of-life care setting • describe facilitative verbal skills that will help a conversation • recognise the impact of skills on both the patient (or family member) and the professional in an end-of-life care setting • relate these verbal and non-verbal skills to your own practice	This session is suitable for all healthcare professionals.	215-0309
Things which block good communication	Both professionals and patients say and do things which can block communication. This session describes the various behaviours which block communication. Awareness of blocking behaviours, and their impact, helps professionals to avoid such behaviours.	By the end of this session you will be able to: • define blocking behaviour • describe non-verbal blocking behaviour • describe verbal blocking behaviour • describe the reasons why patients and staff members may block communication • recognise the impact of blocking behaviour on both the patient (or family member) and the professional	This session is useful to all health and social care workers supporting patients and their families.	215-0310

Session title	Overview	Learning objectives	Audience	Quick link
Introduction to communicating with empathy	In this first session, we'll be getting to grips with the layout of these e-learning sessions and introduce some of the key subject areas which will be covered in more detail in subsequent sessions.	By the end of this session you will be able to: • explain the importance of developing listening skills • describe how body language might be interpreted by others • interpret body language of patients and relatives and how to react appropriately • identify and deal with difficult situations • identify what people need in particular situations	This session is useful to all health and social care workers supporting patients and their families.	408-001
Making the most out of listening	Listening is arguably the most important element of communication, particularly in end-of-life care. In this session, we consider the values and benefits of listening skills.	By the end of this session you will be able to: • explain the importance of listening • demonstrate that you are listening • describe how to avoid obstacles whilst listening	This session is useful to all health and social care workers supporting patients and their families.	408-002
What do we mean by body language?	This session discusses the meaning of body language and how the way that you speak and behave can help to reassure patients and put them at ease.	By the end of this session you will be able to: • define what the term 'body language' means • describe how body language can impact on those that you care for • explain the importance of 'body language' in end-of-life care • identify how body language can be used effectively when communicating with others	This session is useful to all health and social care workers supporting patients and their families.	408-003
Responding to challenges in end-of-life care	This session covers advice on how to handle difficult situations, how to be aware of boundaries when talking to patients and relatives, and how to understand issues that may arise from seeing things from a patient's perspective.	By the end of this session you will be able to: • describe how to handle difficult situations • identify boundaries when talking to patients and relatives • explain issues that may arise from seeing things from a patient's perspective	This session is useful to all health and social care workers supporting patients and their families.	408-004
Assessing and responding to communication needs	This session will help you assess the needs of patients and relatives when communicating, and help you provide better care and support to patients and their families.	By the end of this session you will be able to: • assess the needs of patients and relatives when communicating • provide better care and support to patients and their families	This session is useful to all health and social care workers supporting patients and their families.	408-005
Practical application	This session looks at two common examples of communication challenges - distraction in the workplace and communicating when there are language barriers.	By the end of this session you will be able to: • deal with distractions in the workplace • communicate when there are language barriers	This session is useful to all health and social care workers supporting patients and their families.	408-006

e-ELCA: Communication skills

03_04 Modes of communication

Session title	Overview	Learning objectives	Audience	Quick link
Face-to-face communication skills	This session examines the key elements of face-to-face communication and the importance of effective face to face communication in end-of-life care.	By the end of this session you will be able to: • describe the elements of face-to-face communication in the context of end-of-life care • describe the different types of communication situations that may occur in the context of end-of-life care • explain how face-to-face communication differs from other forms of communication	This session is suitable for health and social care workers and students. It will also be of value to registered nurses and AHPs/therapists. Some trainee doctors may also find it of value.	215-0311
Telephone communication skills	This session explores the use of the telephone when communicating with, and about, people in the context of end-of-life care.	By the end of this session you will be able to: • describe situations when communicating by telephone is appropriate or necessary • describe the principles of effective telephone communication with patients or their relatives in the context of end-of-life care • discuss the limitations of telephone communication in conveying sensitive information within end-of-life care • discuss how you can communicate effectively by telephone with colleagues	This session is useful to all health and social care workers supporting patients and their families.	215-0312
Written communication skills	This session examines the key principles for effective written communication, be it an email, a discharge summary or a handwritten entry in the notes. It focuses on issues around the care of patients at the end of their life.	By the end of this session you will be able to: • describe the principles of effective written communication in end-of-life care including legal requirements of date, time, signature and consent • discuss the issues around copying letters to patients, including the potential benefits and harms of doing this • describe the issues around storage and security of written documentation in end-of-life care	This session is useful to all health and social care workers supporting patients and their families.	215-0313

03_05 Specific contexts

Session title	Overview	Learning objectives	Audience	Quick link
Information giving	This session looks at ways in which complex information may be given.	By the end of this session you will be able to: • identify the impact of giving information clearly, for patients and health professionals • describe the process of chunking information and checking that it has been understood • discuss the importance of checking emotions when information is given • discuss the potential need for written information to supplement verbal explanation	This session is useful to all health and social care workers supporting patients and their families.	215-0314
Time-critical telephone conversations	This session explores the structure, strategies and phrases that can be used in the acute setting when obtaining information or delivering unwelcome news to relatives over the telephone in time-critical situations, such as an acutely deteriorating patient.	By the end of this session you will be able to: • discuss the challenges of telephone communication in time-critical conversations • recognise that telephone conversations can be an important method of communicating and obtaining information in time-critical situations • describe techniques for gathering information from relatives in a time-critical situation • identify strategies for breaking bad news and discussing treatment escalation plans over the telephone in the acute setting • recognise phrases that can be utilised to deliver news • identify strategies for responding to emotion during a telephone conversation	This session is useful to all health and social care workers supporting patients and their families.	215-0339

Session title	Overview	Learning objectives	Audience	Quick link
Breaking bad news	This session will look at ways in which to deliver bad news effectively when faced with end-of-life care situations. It will also look at some of the reasons why professionals find breaking bad news so difficult.	By the end of this session you will be able to: • discuss areas that health and social care professionals find difficult around breaking bad news, and reflect on your own practice • discuss the importance of preparation for breaking bad news • describe the strategy for breaking bad news using the SPIKES framework • discuss the need for follow up after breaking bad news • Identify resources to support your development in breaking bad news	This session is suitable for nurses, doctors in training, allied health professionals.	215-0315
Communicating with people with speech and hearing difficulties	This session aims to identify the challenges in communicating with patients approaching the end of their life who have speech, hearing and other communication difficulties. It offers ideas and strategies for more effective communication with these patients.	By the end of this session you will be able to: • list common causes for speech, hearing and other communication difficulties encountered in end-of-life care • describe the challenges and opportunities in communicating with patients with speech, hearing and other communication difficulties in end-of-life care • reflect on your own verbal and non-verbal communication with patients and evaluate the effects of your interactions • Implement skills to communicate effectively with patients in end-of-life care who have speech and hearing difficulties • describe the range of resources and equipment available to help facilitate communication with people approaching the end of life who have speech, hearing and communication difficulties	215-0317.	215-0317
Communicating with children and young people	This session will explore the communication needs of children and young people, as relatives rather than patients, in end-of-life care, and how these communication needs can be best met.	By the end of this session you will be able to: • describe the impact that serious illness may have on families when children or young people are involved • recognise how the information requirements and the responses to end-of-life care issues are influenced by age • identify effective strategies for giving information about end-of-life care to children and young people • identify the communication needs in bereavement for children and young people and how best to meet them • assess your confidence in being able to communicate effectively with children and young people who are experiencing serious illness in their family	215-0318.	215-0318
Communicating with non-English speaking patients	This session examines how to effectively communicate with non-English speaking patients approaching the end of life.	By the end of this session you will be able to: • recognise the challenges, duties and responsibilities for professionals when communicating with non-English speaking patients approaching the end of their lives and the possible consequences if effective communication is not achieved • develop effective skills to facilitate communication with non-English speaking patients approaching the end of their lives • describe the services that are, or should be, available to facilitate discussion with this patient group, and how they may be accessed • evaluate how best to work with an interpreter or bilingual health advocate when communicating with patients approaching the end of their lives	215-0316, communicate, language, non-English, barrier, interpretor, advocate.	215-0316

e-ELCA: Communication skills

Session title	Overview	Learning objectives	Audience	Quick link
Request for organ and tissue donation	This session will provide you with information about organ and tissue donation and best practice guidance on alerting bereaved relatives/decision-makers to the potential of donating organs and tissues as part of end-of-life care.	By the end of this session you will be able to: • explain the circumstances in which organ and tissue donation is possible • apply effective communication skills in discussing organ and tissue donation with patients and relatives • identify best practice in approaching patients and relatives/decision-makers about organ and tissue donation • assess your confidence level in handling conversations related to organ and tissue donation • access the Organ Donor Register and Specialist Teams responsible for facilitating organ and tissue donation	215-0319, organ donation, tissue donation, Specialist Nurse in Organ Donation, cornea, organ donor register, culture, religion, brain stem death, next of kin, National referral Centre for tissue donation.	215-0319
Request for euthanasia	This session identifies the reasons why patients request their lives to be ended, how most effectively to respond to such requests and clarifies the position in law in the United Kingdom.	By the end of this session you will be able to: • define what is meant by the term euthanasia • identify how patients may make requests to end their lives • evaluate the reasons why patients approaching the end of their lives make requests for their lives to be ended • describe the legal position on assisting a patient to die • apply effective communication skills in responding to requests for life to be ended • assess your confidence in communicating with patients about euthanasia	215-0320, euthanasia, assisted suicide, law, double effect.	215-0320
Legal and ethical issues embedded in communication	This session explores the legal and ethical considerations that you need to take into account when communicating with patients and their families.	By the end of this session you will be able to: • describe the legal and ethical duties of health and social care professionals in communication with patients and families • describe the key ethical issues that need to be taken into consideration, e.g. confidentiality and truth telling when communicating within the context of end-of-life care • reflect upon your own practice in relation to legal and ethical issues in communication	215-0321, legal, ethical, communication, autonomy, self-determination, self-government, confidentiality, capacity.	215-0321

e-ELCA: Communication skills

Session title	Overview	Learning objectives	Audience	
Am I dying? How long have I got?' - Handling challenging questions	This session explores the background to patients' challenging questions and identifies the skills that can be used to respond to them.	By the end of this session you will be able to: • evaluate why patients approaching the end of their lives may ask questions such as "Am I dying?" and "How long have I got?" • recognise the challenges for professionals raised by questions related to death and end of life • recognise the need for honesty in responding to challenging questions related to death and end of life • identify the communication skills that are effective in responding to challenging questions related to death and end of life • explore the feelings that end-of-life related questions raise in the professional and the responses that such feelings might engender • assess your confidence in responding	This session is suitable for nurses, doctors in training, allied health professionals, senior care home staff.	215-0322
Please don't tell my husband' - Managing collusion	This session describes collusion and explores the reasons for this behaviour and effective approaches to managing it.	By the end of this session you will be able to: • identify means of preventing collusion occurring in end-of-life care situations • explain why relatives or friends may ask professionals to collude • apply effective approaches to managing collusion situations and develop the communication skills required to do so • assess your confidence in dealing with collusion in end-of-life care	This session is suitable for nurses, doctors in training, allied health professionals, senior care home staff.	215-0323
How dare you do this to me!' - Managing anger	This session identifies common reasons why patients approaching the end of their lives react angrily. It also looks at how this can be identified, and the most effective responses professionals can use.	By the end of this session you will be able to: • identify situations in end-of-life care likely to result in anger as a reaction and the way this anger may present • recognise feelings that angry reactions engender in the professional dealing with end-of-life care and the likely resulting behaviours • explore what patients want from professionals when they react with anger • develop the skills to sensitively, yet effectively, respond to the angry patient approaching the end of their life	This session is suitable for nurses, doctors in training, allied health professionals, senior care home staff.	215-0324
I don't believe you, I'm not ready to die!' - Managing denial	The patient with a life threatening illness who finds it hard to accept their diagnosis or to talk openly is said to be in denial. This presents specific challenges for the practitioner, which will be explored in this session alongside the skills required to approach such situations.	By the end of this session you will be able to: • identify the reasons patients approaching the end of life may be in denial about their condition • recognise the ways denial may present • compare the reasons for and against challenging denial in end-of-life care • develop effective communication strategies to assess when to challenge denial and how to do this • compare the different approaches to managing denial between relatives and patients in end-of-life care	This session is suitable for nurses, doctors in training, allied health professionals, senior care home staff.	215-0325

Session title	Overview	Learning objectives	Audience	
What will it be like?' - Talking about the dying process	This session explores the concerns that patients may have about dying, end-of-life events that professionals need to consider discussing with them, and the communication skills that can be used to facilitate these conversations.	• By the end of this session you will be able to: • identify the common concerns of patients regarding the process of dying and the ways in which these concerns may be raised • identify end of life events that patients and relatives may not have considered but are important for them to be aware of • apply the communication skills required to respond effectively yet sensitively to concerns about the process of dying and the time leading up to it • apply the most effective methods when giving information about dying, especially in situations that are distressing • describe the circumstances in which information is better shared with a relative of a patient approaching the end of their life • recognise the feelings in yourself that such conversations create • assess your confidence in identifying end of life issues and discussing them with patients and relatives	This session is suitable for nurses, doctors in training, allied health professionals, senior care home staff.	215-0326
Why can't I stay here?' 'I don't want to stay here' - When the preferred place of care cannot be met	This session explores the communication challenges in moving a patient who is approaching the end of their life from one place of care to another.	By the end of this session you will be able to: • recognise why moving a patient from one place of care to another raises concerns for patients and their relatives in end-of-life care • identify the reasons why moves from one place of care to another are necessary in end-of-life care • identify the changes of environment most likely to cause concerns for patients and their relatives in end-of-life care • identify the discussions required to explore patients' and relatives' concerns in order to facilitate moves to alternative places of care at the end of life • apply effective communication skills to respond to patients' and relatives' concerns	This session is suitable for nurses, doctors in training, allied health professionals, senior care home staff.	215-0327
I'm not loveable anymore' - Discussing intimacy in end-of-life care	This session explores the concerns patients and their partners may have about intimacy and sex when approaching the end of life. It examines the challenges this raises for professionals and how most effectively to approach the topic.	By the end of this session you will be able to: • identify the concerns patients with advanced illness and their partners may have regarding intimacy and sex • assess the most effective methods to raise the topic of intimacy and sex evaluate the communication methods needed to respond to concerns raised by patients and their partners regarding intimacy and sex • identify initial management options to help resolve concerns about intimacy and sex • identify useful sources of referral assess your own confidence in talking about intimacy and sex	This session is suitable for nurses, doctors in training, allied health professionals, senior care home staff.	215-0328
Why me?' - Discussing spiritual distress	When approaching the end of life, concerns about spiritual matters frequently arise for patients, and may cause uncertainty and distress. This session examines the most effective ways to identify and respond to these concerns.	By the end of this session you will be able to: • explain what is meant by the terms 'spiritual' and 'spiritual distress' • identify ways in which spiritual distress may manifest itself in patients who are nearing the end of their lives • apply the communication skills required • recognise that cultural differences about death and dying may influence the way you interact with your patients and their families • describe the feelings that engaging in a patient's spiritual distress raise in health and social care professionals	This session is suitable for registered nurses, doctors in training, chaplains, medical and nursing students.	215-0329

Session title	Overview	Learning objectives	Audience	
Discussing 'Do Not Attempt CPR' decisions	This session explores the evidence and perceptions about attempts at cardiopulmonary resuscitation (CPR). It suggests effective ways of facilitating discussions with patients and their families about decisions related to attempting CPR.	By the end of this session you will be able to: • identify why discussions on end-of-life care create a challenge for professionals • evaluate the evidence for CPR success in patients approaching the end of life • outline the perceptions of patients, the general public and professionals on the success of CPR • identify accepted decision-making pathways incorporating professional guidance and the legal position • apply the necessary skills to effectively and sensitively communicate CPR decisions • describe how to respond to challenging questions and scenarios regarding CPR decision making • assess your confidence in discussing end of life issues with patients	This session will be most helpful for doctors, nurses and allied health professionals, but could be useful for all.	215-0330
Discussing hydration	This session focuses on communication with families and carers, both lay and professional, about decisions involving clinically assisted hydration at the end of life.	By the end of this session you will be able to: • describe the common concerns expressed by patients and families regarding the giving or withholding of clinically assisted hydration at the end of life, including relevant cultural issues • review the evidence about the effectiveness of and the legal position regarding clinically assisted hydration at the end of life • develop the communication skills to identify and address the concerns raised by patients and families regarding the giving or withholding of clinically assisted hydration at the end of life • develop the skills to address the concerns of colleagues regarding the giving or withholding of clinically assisted hydration at the end of life	This session is suitable for nurses, doctors in training, allied health professionals, senior care home staff.	215-0331
Discussing nutrition at the end of life	This session focuses on communication with families and carers, both lay and professional, about decisions relating to nutrition at the end of life.	By the end of this session you will be able to: • describe the common concerns of the patient and carers regarding nutrition at the end of life • describe the different means of providing nutrition (oral and artificial – enteral and parenteral) at the end of life and review the legal position relating to these • review the evidence for the effectiveness of artificial nutrition at the end of life • develop the communication skills to address concerns	This session will be most helpful for doctors, nurses and allied health professionals, but could be useful for all.	215-0336
Silence: the withdrawn patient	This session explores why patients, approaching the end of life, may be withdrawn or reluctant to engage in a discussion with the professional. It explores the methods to assess these situations and decide whether to, and how to engage with that person.	By the end of this session you will be able to: • identify the reasons why some patients approaching the end of their lives are withdrawn or reluctant to engage in discussion with professionals • recognise that the communication skills of the professional may result in quiet or withdrawn behaviour by patients • identify the communication skills necessary to assess why patients are withdrawn • apply the most effective communication skills to engage with patients approaching the end of their lives who are quiet or withdrawn • assess your confidence in communicating with withdrawn patients	This session will be most helpful for nurses and healthcare assistants, doctors, allied health professionals, social workers, social carers.	215-0332

Session title	Overview	Learning objectives	Audience	Quick link
Distress: the crying patient	This session identifies common reasons for patients becoming distressed when approaching the end of their lives, how this can be identified and the most effective responses professionals can provide.	By the end of this session you will be able to: • identify situations likely to result in different types of distressing reactions • recognise feelings that distressing reactions can engender • explore what distressed patients want from professionals supporting them • evaluate how professionals dealing with end-of-life care can best respond • assess your confidence in dealing with distressed crying patients	This session will be most helpful for nurses and healthcare assistants, doctors, allied health professionals, social workers, social carers.	215-0333
Dealing with challenging relatives	This session examines the impact that relatives can have on interactions between patients and professionals in end-of-life care. It explores methods of managing situations where relatives may be seen as challenging.	By the end of this session you will be able to: • outline the impact of a patient's terminal illness on those close to them • identify ways in which relatives may try to control or influence interactions between a patient and a professional in end-of-life situations • recognise the consequences of relatives trying to control or influence discussions between patients and professionals • review the legal position of relatives' rights to involvement and information identify key communication skills • apply best practice in sharing information and involving relatives	This session is suitable for all healthcare professionals, but particularly junior doctors and nurses.	215-0334
Challenging communication with colleagues	This session examines the reasons why challenging communication with colleagues takes place, especially when dealing with patients approaching the end of their lives, and the most effective approaches to handling these situations.	By the end of this session you will be able to: • evaluate the reasons why colleagues appear antagonistic or disruptive when involved with patients approaching the end of their life • recognise the feelings that challenging communication with colleagues creates in yourself, and the behaviours that may result • evaluate the effect that difficult communication with colleagues has on team working and patient care • develop the communication skills to manage challenging situations with colleagues who are hostile or difficult • identify when challenging communication with colleagues might be perceived as bullying or harassment	This session is suitable for doctors, nurses, allied health professionals, students, non-clinical managers.	215-0335

e-ELCA 04: Symptom management

Supporting training in end-of-life care for all

This section details the elearning sessions in the **Symptom management, comfort and wellbeing** module which aims to help you to understand the principles of symptom management and management of some commonly occurring symptoms in end-of-life care.

04_01 Principles of symptom management in end-of-life care

Session title	Overview	Learning objectives	Audience	Quick link
General approach to assessment of symptoms (public access)	This session provides a general approach to the assessment of symptoms, an essential first step before a plan for symptom management and care can be started.	By the end of this session you will be able to: • outline the core steps in the assessment of symptoms to reach a diagnosis • recognise the range of investigations that can be used • describe some assessment situations when it is not appropriate to undertake further investigations or initiate treatment	This session is suitable for junior doctors, nurses, allied healthcare professionals.	215-0401
Agreeing a plan of management and care (public access)	Once the patient's symptoms have been assessed a working diagnosis can be made. The clinician can then propose a plan for improving symptoms, discussing any advantages, disadvantages and practicalities with the patient. This session examines some of the different factors involved in agreeing a plan of management and care.	By the end of this session you will be able to: • identify some of the responsibilities of the clinician in proposing a plan of management • recognise the advantages of informed and collaborative decision-making • describe the role of family members in agreeing the plan of management and care • give examples of situations in which it may not be appropriate to involve the patient in agreeing a management plan • state some of the reasons why a patient facing the end of life may refuse or withdraw from the plan	This session is suitable for primary and secondary care doctors, primary and secondary care nurses, social workers, allied healthcare professionals, pharmacists, health care assistants.	215-0402
Communicating the plan of management and care (public access)	This session discusses the different aspects that need consideration in effectively communicating the management plan to the patient and family/carers, and to all professionals and services involved in the patient's care.	By the end of this session you will be able to: • recognise the need to ensure that the plan for symptom management and care has been clearly communicated • explain the advantages of clear, timely communication • describe some of the difficulties that can arise if the plan for symptom management and care has not been communicated well	This session is suitable for junior doctors, nurses, health care assistants, allied healthcare professionals, social workers.	215-0403
Individual preferences and cultural influences on symptom management	This session discusses the role of cultural influences and patients' individual preferences on symptom management and care plans.	By the end of this session you will be able to: • describe the purpose of assessment in end-of-life care • review the values associated with assessment in end-of-life care • explain what is included in a holistic assessment	This session will be most useful for nurses, nursing assistants and allied health professionals.	215-0404
Influence of transition points and crises on decision-making in symptom management	This session discusses how to deal with transition points and crises, both in terms of initial management options and how these options can be explained and discussed with patients approaching the end of life and their relatives and carers. The ways in which these transition points and crises influence decision-making in symptom management are explored..	By the end of this session you will be able to: • explain the need to be alert for changes which may mark transition points in an end-of-life population • assess the signs of change and outline initial management options • recognise the impact of infections, transition points and crises • outline how you can provide supportive communication and information about infections, transition points and crises, so that sensible and appropriate decisions related to symptom management can be made	This session is suitable for junior doctors, medical students, nurses, allied health professionals, pharmacists.	215-0405
Recognising your own limitations in symptom management	This session discusses how being aware of your own skills and limitations can improve symptom management and care for patients at the end of life.	By the end of this session you will be able to: • explain some of the key pressures felt by professionals in coping with symptom management in patients facing the end of life • describe how a professional's individual beliefs, values and personal coping strategies can impact on, or influence, patient care • describe the responsibilities of professionals to demonstrate self-awareness • recognise some of the personal skills that help the professional manage themselves and take care of their own well-being	This session is suitable for junior doctors, medical students, nurses, allied health professionals, pharmacists.	215-0406

Session title	Overview	Learning objectives	Audience	Quick link
Assessment of pain	This session gives a framework of how to assess pain as an essential first step to appropriate pain management.	• By the end of this session you will be able to: define pain, encompassing the physical experience and other factors such as the impact of pain on the patient describe the pathophysiology that underlies the different types of pain identify the core steps involved in a pain assessment, to reach a diagnosis and initiate a management plan list examples of standardised pain assessment tools used in clinical practice and research, and their value describe how pain could be assessed in patients with cognitive impairment	This session is suitable for junior doctors, nurses, allied healthcare professionals.	215-0407
Principles of pain management	This session covers the essential principles of pain management that together provide a framework for a comprehensive pain management strategy. This session is one of several related to pain management. A full list of these sessions appears at the end of this session.	By the end of this session you will be able to: • recognise that pain management requires a holistic and flexible approach, and is not based on managing physical pain alone • discuss the common principles of pain management • integrate the principles into a pain management plan using a case study example • assess your confidence in putting the principles of pain management into practice	This session is suitable for junior doctors, nurses, allied healthcare professionals.	215-0408
Drug management of pain: core knowledge	This session outlines an integrated approach to pain management considering the WHO analgesic ladder and also highlighting the importance of an Individualised approach.	By the end of this session you will be able to: • represent the WHO analgesic ladder in diagram form • give examples of drugs used at each stage of the ladder and why they are used • outline some of the uses and limitations of the analgesic ladder • define and list some common adjuvant analgesics used in pain management • recognise other pain management interventions that can be used in conjunction with drugs on the analgesic ladder	This session will be most useful for doctors, senior nurses and pharmacists	215-0409
Opioids in pain management: advanced knowledge	This advanced session looks at the properties of the main opioids used in the UK, when to switch opioids - particularly in renal impairment - and when to use subcutaneous opioid preparations.	By the end of this session you will be able to: • give examples of other 'strong' opioid preparations used in the UK • list the opioids that are best tolerated in severe renal impairment, and explain why • outline the main reasons why an alternative opioid to morphine may be considered • describe some of the main indications for use of subcutaneous opioids in preference to oral analgesia	This session will be most useful for doctors, senior nurses and pharmacists	215-0410
Managing different types of pain	This session describes management strategies for different types of pain seen in end-of-life care. It also discusses the psychosocial, spiritual and functional effects contributing to the personal experience, that need to be recognised and addressed.	By the end of this session you will be able to: • describe the mechanisms that underlie different pain types • provide examples of different types of pain experienced by end-of-life care patients • outline the key aspects of the multi-modal pain management approach that can be utilised to address different types of pain	This session will be most useful for doctors, senior nurses and pharmacists	215-0411

e-ELCA 04: Symptom management, comfort and wellbeing

04_03 Breathlessness

Session title	Overview	Learning objectives	Audience	Quick link
Assessment of breathlessness	This session gives a framework of how to assess breathlessness as an essential first step to appropriate management in the patient approaching the end of life.	By the end of this session you will be able to: • give a working definition of breathlessness, encompassing the physical experience and other factors • recognise the different types of pathophysiology (aetiology) that underlie breathlessness • outline the core steps involved in an assessment of breathlessness, to reach a diagnosis and initiate a management plan - listing the key elements of a breathlessness history and examination • recognise the range of investigations that can be used to aid diagnosis and treatment of breathlessness, if appropriate for the patient	This session will be most useful for doctors, registered nurses, palliative care specialist nurses and AHPs.	215-0412
Drug management of breathlessness	This session reviews the use of drugs and oxygen within an integrated approach to the management of breathlessness in the patient approaching the end of life.	By the end of this session you will be able to: • describe the appropriate disease modifying treatments for the relevant cause of breathlessness in patients approaching end of life • explain how to prescribe and safely administer oxygen for patients with breathlessness in end-of-life care • list the main drug options used to alleviate the symptom of breathlessness in end of life including use of low dose opioids	This session will be most useful for doctors, registered nurses, palliative care specialist nurses and AHPs.	215-0413
Non-drug management of breathlessness	This session reviews non-drug interventions within an integrated approach to the management of breathlessness.	By the end of this session you will be able to: • list the main non-drug options used to alleviate the symptom of breathlessness in end-of-life care patients • outline the utility and limitations of these approaches • recognise other breathlessness management interventions that are used alongside as part of an integrated approach to symptom control	This session will be most useful for doctors, registered nurses, palliative care specialist nurses and AHPs.	215-0414

04_04 Nausea and vomiting

Session title	Overview	Learning objectives	Audience	Quick link
Causes of nausea and vomiting	This session describes the physiological processes underlying nausea and vomiting and offers a framework for working out the causes of nausea and vomiting, as a basis for assessment and management of these problems. The session focuses on patients with advanced disease.	By the end of this session you will be able to: • define nausea and vomiting, and differentiate between other similar symptoms in the emetic process (retching, regurgitation, rumination) • identify the neuronal pathways, transmitters and receptors involved in nausea and vomiting • list the most common causes of nausea and vomiting in patients with advanced disease, and identify the clinical features associated with each	This session will be most useful for doctors, senior nurses and pharmacists, but could be useful for others too.	215-0415
Assessment of nausea and vomiting	This session provides a framework for the assessment of nausea and vomiting as a first step to appropriate management.	By the end of this session you will be able to: • outline core steps in the evaluation of a patient with nausea or vomiting, to reach a diagnosis and initiate a management plan, listing the key elements of a vomiting history • discuss the impact of nausea and vomiting on the patient and his or her family • take the patient's goals and priorities into account when making a treatment plan	This session will be most useful for doctors, senior nurses and pharmacists.	215-0416

04_04 Nausea and vomiting (cont)

Session title	Overview	Learning objectives	Audience	Quick link
Management of nausea and vomiting	This session provides a framework for the drug and non-drug management of nausea and vomiting in end-of-life care.	By the end of this session you will be able to: • name some reversible factors that can be treated to alleviate nausea and vomiting in patients with advanced illness • list non-drug measures useful in nausea and vomiting • list the main drug options used in symptom management of nausea and vomiting in patients with advanced illness • outline the site and mode of action of the different drugs • match the use of a drug with the probable underlying cause of nausea and vomiting to provide the best initial management • describe the usefulness and limitations of different routes of administration	This session will be most useful for doctors, senior nurses and pharmacists.	215-0417

04_05 Constipation

Session title	Overview	Learning objectives	Audience	Quick link
Assessment of constipation	This session gives a framework of how to assess constipation as an essential first step in appropriate management of constipation.	By the end of this session you will be able to: • define constipation and how it relates to end-of-life care • recognise the different factors that can contribute to the development of constipation • outline the core steps involved in an assessment of constipation to reach a diagnosis and initiate a management plan	This session is suitable for junior doctors, medical students, nurses, nursing students, AHPs.	215-0418
Management of constipation	This session provides a framework for the drug and non-drug management of constipation in end-of-life care patients.	By the end of this session you will be able to: • name non-drug interventions that can help alleviate constipation • list the main oral and PR (per rectum) laxatives used in symptom management of constipation • explain the mode of action of the different laxatives and their place in the treatment of constipation as single agents or in combination • list the main adverse effects and contra-indications in use of specific laxatives • outline the treatment for faecal loading or impaction	This session is suitable for junior doctors, medical students, nurses, nursing students, AHPs.	215-0419

04_05 Emergencies

Session title	Overview	Learning objectives	Audience	Quick link
Management of bleeding	Some end-of-life care situations are considered as emergencies, requiring urgent intervention. This session provides a framework for managing bleeding when immediate treatment may be aimed at prolonging life, or - if death is inevitable - at ensuring that any distress and fear experienced by the dying patient is alleviated.	By the end of this session you will be able to: • list the likely causes of bleeding in an end-of-life care population • explain the general immediate management of bleeding • outline the communication and information needs of patients at risk of bleeding, their family/carers and those of other professionals • recognise that for some patients bleeding is a terminal event, and outline management of terminal haemorrhage	This session is suitable for doctors, nurses and other health professionals caring for palliative care patients in community, hospital or hospice settings.	215-0420

Session title	Overview	Learning objectives	Audience	Quick link
Management of seizures	Acute seizure activity (also commonly known as convulsions) is one of the few situations considered a medical emergency for end of life care patients. It requires urgent intervention. This session provides a framework for the immediate management and longer term treatment of acute seizures.	By the end of this session you will be able to: • provide a working definition of acute seizures • list the likely causes of seizures in an end of life care population • describe the signs and symptoms associated with seizures • explain the immediate management of acute seizures • outline the longer term management of patients with seizures If you complete the advanced section of this session you will be able to: • discuss the management of prolonged intractable seizures (status epilepticus) as a periterminal event	This session is suitable for hospice nurses, specialist palliative care and emergency department nurses, GPs, Core Medical and Acute Care Common Stem trainees, General Internal Medicine, Palliative Medicine and Emergency Medicine speciliaity trainees. Community, Oncology and Acute Medical Nurses will also find it valuable.	215-0421
Recognising and managing malignant spinal cord compression	Some end-of-life care situations are considered emergencies which require urgent intervention. One of these is spinal cord compression. This session provides a framework for recognising and managing spinal cord compression, when immediate treatment may restore function that would otherwise be lost.	• By the end of this session you will be able to: • outline the underlying pathophysiology of spinal cord compression secondary to cancer in an end-of-life care population • describe the signs and symptoms associated with spinal cord compression • explain the immediate management of spinal cord compression • outline the longer-term management of end-of-life care patients with spinal cord compression	This session is suitable for nurses, medical students, foundation trainees, physiotherapists, occupational therapists. GP trainees may find it useful to update their knowledge in this crucial diagnosis.	215-0422

04_06 Last days of life

Session title	Overview	Learning objectives	Audience	Quick link
Recognising the last months and days of life and verifying death	This session offers a framework for recognising patients who are at risk of deterioration and who may die soon (last months of life) and also recognising when death is imminent (last days). The priorities for care of the dying person are discussed and the communication with patients and families needed at these times is explored.	By the end of this session you will be able to: • use the 'surprise question' to identify patients who may be approaching the end of their life • identify some key communication issues for patients and their family/carers in the dying phase and when death is imminent • list the five priorities for care of the dying patient • list the clinical signs that verify that a patient has died	This session is designed for doctors, nurses and health care assistants, though others may also find it useful.	215-0423
Symptom management for the dying adult: pain, and nausea and vomiting	This session provides a concise guide to the management of pain, nausea and vomiting in the last few days to hours of life.	By the end of this session you will be able to: • list common reasons why practice can fall short of what patients need and identify potential solutions • discuss symptoms that commonly arise in the last days to hours of life • describe how to address the dying person's comfort • write a typical prescription and authorisation for medication used to control symptoms at the end of life	This session is suitable for doctors in training (all specialties), core medical and GP trainees, nurses in the community, hospitals and care homes and post registration pharmacists. It may also be useful to more experienced doctors who lack confidence in this area.	215-0443

Session title	Overview	Learning objectives	Audience	Quick link
Symptom management for the dying adult: respiratory symptoms, diabetes control and anticipatory prescribing	This session provides a concise guide to the management of respiratory symptoms, restlessness and agitation, diabetes care and anticipatory prescribing in the last few days to hours of life.	By the end of this session you will be able to: • list common reasons why practice can fall short of what patients need and identify potential solutions • discuss symptoms that commonly arise in the last days to hours of life • describe how to address the dying person's comfort • understand how to manage diabetes in the last days to hours of life • write a typical prescription and authorisation for medication used to control symptoms at the end of life • understand the advantages and disadvantages of prescribing these drugs in anticipation of these symptoms developing	This session is suitable for doctors in training (all specialties), core medical and GP trainees, nurses in the community, hospitals and care homes and post registration pharmacists.	215-0444
Managing excessive respiratory secretions	This session looks at excessive respiratory secretions in the last days of life; what causes them as well as an integrated approach to their management and their impact on those close to the patient.	• By the end of this session you will be able to: recognise excessive respiratory secretions in the last days of life and their underlying cause • discuss the impact of excessive respiratory secretions on the family, friends and professionals • list the main drugs used in symptom management of excessive respiratory secretions, their efficacy and side-effects • outline an effective approach to managing the noise of excessive respiratory secretions and providing support for family and observers • assess your confidence around identifying and managing the symptoms of excessive respiratory secretions	This session is likely to be helpful for all clinicians, particularly trained nurses, healthcare support workers and junior doctors.	215-0424
Agitation and restlessness in the dying phase	This session provides a framework for assessing and managing agitation and restlessness in the dying phase, an experience which can be highly distressing for both patients and families. Poor management of this symptom is a frequent cause for admission and problems in bereavement.	By the end of this session you will be able to: • define the terms restlessness and agitation • describe the symptoms associated with agitation and restlessness in the dying phase • list some of the common reversible causes of agitation and restlessness in the dying phase • describe management options for agitation and restlessness in the dying phase, including non-pharmacological options • describe how the concerns of carers/families can be addressed during the management of patients with agitation and restlessness in the dying phase	This session is suitable for nurses, GP trainees, core medical trainees and foundation doctors. Trainee pharmacists. Some health care assistants and carers in care homes in domiciliary agencies may also find it useful.	215-0425
Managing distress during the dying phase	This session discusses heightened distress in patients at the end of life. It offers strategies and suggestions for professionals to identify distress and to provide appropriate support for the patient, relatives and carers during the dying phase - the last few weeks of life.	By the end of this session you will be able to: • recognise the patient's distress in the dying phase • recognise distress in the carer or family member in the patient's dying phase • recognise the early signs of distress being experienced by patient, relative or carer, and assess its cause and severity • identify strategies to address patient or family distress including acknowledging that distress is natural and appropriate given the current circumstances • recognise and manage your own distress in the patient's dying phase	This session is suitable for care home workers, health care assistants, registered nurses, palliative care nurses, junior doctors, AHPs	215-0426

e-ELCA 04: Symptom management, comfort and wellbeing

Session title	Overview	Learning objectives	Audience	Quick link
Using syringe drivers	This session is designed to give you an overview of syringe drivers, and the different uses they have in the management of symptoms and end of life care. It will also dispel some myths and assumptions about the use of syringe drivers.	By the end of this session you will be able to: • identify the different locations on a patient where a syringe driver can be used • identify indications for use of a syringe driver • list advantages and disadvantages of syringe drivers	This session is designed for trained nurses. Doctors may also find it helpful.	215-0427
Non-drug intervention in symptom management	This session outlines a variety of non-drug interventions which may be used in an integrated approach to symptom management and enhance quality of life in end-of-life care	By the end of this session you will be able to: • describe a range of non-pharmacological interventions that can be used as part of an integrated symptom management approach in end-of-life care • outline some of the symptoms for which each therapy may be helpful in end-of-life care • outline the usefulness and limitations of the different non-drug approaches	This session is suitable for all health and social care workers as well as the public, including care workers, nurses, palliative care nurses, social workers, junior doctors, senior doctors, trainees in palliative medicine, GPs, chaplains, AHPs/therapists and volunteers.	215-0428
Symptom management in people with learning difficulties or mental health problems	This session identifies particular problems in providing end of life care for vulnerable patients with learning difficulties or severe and enduring mental health problems and it outlines how these problems can be addressed.	By the end of this session you will be able to: • outline some of the specific problems that people with learning difficulties or severe and enduring mental health problems face when they experience a terminal illness • discuss some of the difficulties healthcare professionals experience when attempting to provide symptom management for these patients • explain the use of symptom assessment tools for patients with severe communication difficulties	This session is suitable for nurses, GP trainees, core medical trainees and foundation doctors. Trainee pharmacists. Some health care assistants and carers in care homes in domiciliary agencies may also find it useful.	215-0429
Symptom management complicated by coexisting conditions	This session outlines some of the considerations to be taken into account when symptom management is complicated by coexisting conditions.	By the end of this session you will be able to: • outline the main causes of progressive respiratory, cardiac, hepatic and chronic renal failure, the key symptoms of each and the implications for end-of-life care • describe some of the key problems of managing symptoms of more than one condition • list some of the specific problems of drug management of symptoms with coexisting hepatic failure and renal failure in end-of-life care • explore the communication issues that may arise for those patients who face dying from their co-existing condition rather than their expected life-threatening illness	This session is suitable for junior doctors, trainees in palliative medicine, palliative care and disease specific specialist nurses	215-0430
Management of symptoms associated with wounds	This session explores the assessment and management of wounds in end of life care. It also considers the types of challenging skin problems that individuals may face at end of life and gives an overview of the psychological, social and spiritual implications on the patient.	By the end of this session you will be able to: • list the common causes of wound problems in end-of-life care • describe practical approaches in the assessment of wounds in end-of-life care • outline a practical approach to wound management in patients in end-of-life care • explain the impact of wound problems on the patient's psychological, social and spiritual well-being	This session is suitable for community nurses, nurses in care homes, nurses in hospices and palliative care, nurses in oncology and medicine in hospitals, GPs, trainees in palliative medicine	215-0431

e-ELCA 04: Symptom management, comfort and wellbeing

Session title	Overview	Learning objectives	Audience	Quick link
Assessment of mood	This session provides a framework for the assessment of mood as an essential first step to appropriate management of depression.	By the end of this session you will be able to: • explain why it is important to assess mood in end-of-life care patients • list some of the barriers to recognising and treating depressive symptoms • Outline the core steps involved in assessing the mood of end-of-life care patients • list the uses and limitations of standardised assessment tools used in clinical practice and research to assess mood in end-of-life care patients • differentiate between screening for and diagnosis of depression • Identify some of the factors affecting mood	This session will be most useful for nurses, doctors and allied health professionals	215-0432
Assessment and management of anxiety	This session gives a framework for recognising and managing anxiety in patients with advanced disease.	By the end of this session you will be able to: • describe the common pattern of symptoms found with an anxiety disorder, and what other information aids diagnosis • recognise the main psychiatric, iatrogenic and organic causes of anxiety, as well as the patient's existential concerns about the illness • list the range of interventions that can be offered to alleviate anxiety, taking into account the preferences of the patient • describe a practical, incremental approach to the management of anxiety	This session is suitable for junior doctors, ward-based and district nurses, allied health professionals.	215-0433
Management of depression	This session provides a framework for an integrated management of depression.	By the end of this session you will be able to: • list the different interventions, drug and non-drug, available for depression and their place in treating depression in end-of-life care • outline the usefulness and limitations of each intervention • list the main groups of antidepressants that are used in symptom management of depression, giving examples from each group • explain the mode of action of the different antidepressants and main adverse (unwanted) effects • describe a practical, incremental approach to managing depression in an end-of-life care population	This session will be most useful for doctors, senior nurses and pharmacists.	215-0434
Assessment and management of agitation	This session provides a framework for recognising and managing agitation in patients with advanced illness.	By the end of this session you will be able to: • give a working definition of agitation associated with advanced disease • describe the common pattern of symptoms associated with agitation, recognising their variability • outline the core steps involved in assessment, recognising the main medical, physical and psychological causes of agitation • outline examples of general and pharmacological management that can be offered for symptom control of agitation	This session is suitable for junior doctors, ward-based and district nurses, allied health professionals.	215-0435

Session title	Overview	Learning objectives	Audience	Quick link
Recognising and managing fatigue	This session provides a framework for the integrated assessment and management of fatigue in end-of-life care patients.	By the end of this session you will be able to: • give a working definition of chronic fatigue • describe the common pattern of symptoms associated with fatigue • outline the core steps involved in an assessment of fatigue • recognise the main disease-related, treatment-related and psychological causes of fatigue • list the range of interventions	This session is suitable for nurses, foundation doctors, GP trainees, internal medicine trainees. Trainee pharmacists.	215-0436
Assessment and management of weight loss and loss of appetite	This session gives a framework for assessing and managing loss of appetite (anorexia), weight loss and cachexia in patients near the end of their lives.	By the end of this session you will be able to: • differentiate between the terms anorexia and cachexia • explain the link between anorexia and cachexia in advanced disease • list some of the reversible factors underlying loss of appetite • recognise the psychosocial impact of loss of appetite and cachexia • outline drug and non-drug approaches to the management of anorexia and cachexia	This session is suitable for nurses, health care assistants, dieticians in training, palliative care nurses, GPs and GP trainees, core medical trainees	215-0437
Management of sore mouth and other oral problems	Oral problems can impact greatly on the quality of life of patients receiving end-of-life care. This session provides a framework for the assessment and management of a sore mouth and other oral problems.	By the end of this session you will be able to: • list the risk factors for common problems with mouth care • outline the core steps involved in assessing oral problems • describe the main drug and non-drug approaches to the management of sore mouth and other common oral problems	This session is likely to be most helpful for trained nurses, healthcare support workers and junior doctors.	215-0438
Assessment of physical and cognitive deterioration in function	This session provides a framework for the assessment of physical and cognitive deterioration in function in end-of-life care patients..	By the end of this session you will be able to: • explain the importance of regularly assessing physical and cognitive function • outline the core elements in assessing physical and cognitive function • give examples of standardised tools used in clinical practice and research and their utility/limitations • outline the impact of deteriorating physical and cognitive function on the patient and their family/carers	This session is suitable for allied healthcare professionals, nurses, junior doctors	215-0439
Management of physical deterioration	As illness progresses in the last year of life, physical function inevitably diminishes. This session provides a framework for the management of physical deterioration of patients at the end of life.	By the end of this session you will be able to: • list the key groups of professionals involved in managing deteriorating physical function • outline the different interventions, pharmacological and non-pharmacological • explain the aims and challenges of each intervention • discuss communication and information needs • describe a practical integrated approach to managing deteriorating physical function	This session is suitable for allied healthcare professionals, nurses, junior doctors	215-0440
Management of Cognitive Deterioration	As the end of life approaches, patients with either advanced cancer or other progressive life-limiting illnesses may experience a reduction in their cognitive function, such as forgetfulness, confusion or agitation. This session provides a framework for the management of diminishing cognitive function..	By the end of this session you will be able to: • list the key groups of professionals involved in managing deteriorating cognitive function at the end of life • outline the main drug and non-drug interventions available • explain the usefulness and limitations of each intervention • recognise the communication and information needs of patients and their family or carers • outline key aspects of an integrated, incremental approach to managing progressive cognitive impairment	This session is suitable for care home workers, registered nurses, health care assistants, junior doctors, social workers, allied health professionals	215-0440

e-ELCA 05: Integrating learning
Supporting training in end-of-life care for all

This section details the elearning sessions in the **Integrating learning in end-of-life care** module.

Session title	Overview	Learning objectives	Audience	Quick link
Initiating conversations about end-of-life care: COPD	This session looks at the key features of end-stage chronic obstructive pulmonary disease (COPD), how to recognise where the patient is on the disease trajectory, and how to assess the impact of the disease on the patient and his or her family.	By the end of this session you will be able to: • describe the disease trajectory in end-stage COPD • identify the transition points where discussions about end-of-life care in COPD are best undertaken • give examples of how the transition in the focus of care might be discussed with the patient and family • recognise how the emotional and physical consequences of end-stage COPD influence communication with patients and families	This session is suitable for junior doctors, registered nurses, specialist palliative care nurses, trainees in palliative medicine, GP trainees and GPs in early career, physiotherapists, respiratory specialist nurses and other AHPs.	215-0501
Initiating conversations about end-of-life care: cancer	This session explores some of the challenges in starting conversations about end-of-life care with patients who have cancer, at a time when the focus of care shifts from curative treatment to end of life care.	By the end of this session you will be able to: • identify when to initiate conversations about end-of-life care in patients with cancer • compare the different disease trajectories of people with different primary malignancies • describe the role of anti-cancer strategies during the end-of-life care period • recognise the barriers to introducing and discussing the change in focus of management from active treatment to end of life care • describe how to initiate conversations about end-of-life care with people who have cancer	This session is suitable for junior doctors, registered nurses, specialist palliative care nurses, trainees in palliative medicine, GP trainees and GPs in early career, physiotherapists, respiratory specialist nurses and other AHPs.	215-0502
Initiating conversations about end-of-life care: dementia	This session explores how to initiate conversations about end-of-life care in dementia. Using a case study, it discusses how to assess and manage conversations with patients with dementia and their families.	By the end of this session you will be able to: • recognise when it is appropriate to initiate conversations about end-of-life care in dementia with patients and their families • discuss the role and timing of advance care planning for this group of people • recognise the role of mental capacity and how this should be assessed and used in discussions about end-of-life care with patients with dementia	This session is suitable for all healthcare professionals, but particularly junior doctors and nurses.	215-0503
Initiating conversations about end-of-life care: long-term neurological conditions	In this session you will explore some of the challenges involved in communicating with patients with long-term neurological conditions and their relatives when the focus shifts to end of life care.	By the end of this session you will be able to: • state when it is appropriate to initiate conversations about end-of-life care in long-term neurological disease • describe how the transition of focus of care may be introduced and discussed with the patient and his or her carer • identify the role of mental capacity and how this should be assessed and used in discussions about end-of-life care with patients	This session is targeted towards nurses, allied health professionals, medical students and junior doctors, though it may also be helpful for other groups	215-0527

Session title	Overview	Learning objectives	Audience	Quick link
Case study: end-stage cardiac disease	This session follows the case of a patient with advanced chronic heart failure. It describes the problems experienced by the patient and his family as the end of his life approaches and how best to manage this period	By the end of this session you will be able to: • describe the triggers to conversations about end-of-life care with somebody who has end-stage cardiac disease • discuss the key physical and psychosocial issues that are faced, particularly by someone with end-stage cardiac disease • outline a sensible approach to managing end of life care for somebody with end-stage cardiac disease, both in the last year of life and in the terminal stages	This session is suitable for all staff groups who are wanting to understand how to care for a patient with end-stage cardiac disease	215-0505
Case study: MND	The aim of this session is to help you identify the main clinical and practical issues that patients with motor neurone disease face, so that you can better support them and their families in whatever setting you are working.	By the end of this session you will be able to: • identify the main clinical and practical issues facing patients with motor neurone disease (particularly in their last year of life) and their families • recognise the key transition points in the illness trajectory • describe the sources of expert help that approaching the end of their lives • outline the ways in which health and social care professionals who are not experts in motor neurone disease can provide care and support	This session is suitable for all staff groups who are wanting to understand how to care for a patient with MND. It will be of particular value to nurses, therapists and care workers who are not experienced in caring for patients with MND	215-0506
Case study: COPD	This session looks at the key issues facing patients with advanced chronic obstructive pulmonary disease (COPD) in their last few months of life. This session uses a case study to illustrate the progression, treatment options and communication skills required to handle these issues.	By the end of this session you will be able to: • identify the key issues facing patients with advanced COPD in their last few months of life • understand the nature of the disease trajectory and its implications for disease management • describe the emotional and physical consequences of breathlessness in end-stage COPD • describe the drug and non-drug management of breathlessness • understand the role of systemic effects and comorbidities in patients with advanced COPD • outline a sensible approach to managing terminal care for somebody with end-stage COPD and those dying of other chronic lung diseases	this session is suitable for junior doctors, medical students, nurses, physios, OTs.	215-0507
Case study: end-stage renal disease	This session discusses the palliative care management of patients with advanced kidney disease and illustrates the issues raised with a clinical case.	By the end of this session you will be able to: • describe the key issues and challenges facing dying patients and their families in an ICU setting • describe triggers to conversations about end-of-life care in ICU and explain how these conversations may be approached • recognise the signs and symptoms that indicate that treatment may be becoming futile in dying patients in ICU • explain how decisions about ceiling of intervention may be made • outline a sensible approach to managing end of life care for patients in an ICU situation	This session is suitable for registered nurses, junior doctors, GPs, Trainees in palliative medicine, general physicians.	215-0508
Case study: dementia	This session explores the problems that someone suffering from advanced dementia can have, and outlines carers' issues. Using a case study, it gives suggestions about how care can be delivered.	By the end of this session you will be able to: • describe the main emotional, physical and social consequences of end-stage dementia • identify the specific challenges for professionals in providing effective end of life care to patients with advanced dementia • outline a sensible approach to managing end of life care for somebody with end-stage dementia and their families, in the last year of life and at the terminal stage • discuss how to manage a situation in which advance care planning has not taken place and little is known about the patient's wishes	This session is designed for band 5, 6 & 7 Community nurses, Specialist Palliative Care nurses, Registrars and Consultants in Palliative Medicine, GPs, social workers.	215-0509b

e-ELCA 05: Integrating learning in end-of-life care

Session title	Overview	Learning objectives	Audience	Quick link
Scenario: ambulance called to home	This session looks at two different scenarios faced by ambulance personnel who are called to the homes of end-of-life care patients.	By the end of this session you will be able to: • recognise and evaluate an end of life care situation upon arrival at the person's home • outline the key pieces of information that you require in order to make rapid and appropriate assessments and decisions in an end-of-life situation • describe how to find these pieces of information if they are not readily available • discuss how to provide good end of life care at the time, and to alert others as necessary so that appropriate care can continue to be provided	This session is suitable for paramedics, ambulance crews, ambulance training staff.	215-0510
A patient with terminal agitation	This session explores the key issues around the assessment and management of terminal agitation in a dying patient living in a care home. Using a scenario, it discusses how to assess and manage the needs of the patient, family, other residents and also those of the care home staff.	By the end of this session you will be able to: • assess a dying patient who is agitated in a care home situation • recognise the causes of agitation which may be correctable • outline a management plan for terminal agitation, both for the patient and for the overall situation	This session is suitable for paramedics, care home staff, emergency care nurses.	215-0511
Dying in acute hospitals	This session addresses the key issues to be considered when somebody is dying in a busy acute hospital setting, and how these can be managed.	By the end of this session you will be able to: • identify the key issues to consider when somebody is dying in a busy acute hospital setting • outline how best to manage patients, support families and hospital staff at this time • identify the key decisions to be considered at this stage and how these should be made and communicated	This session is targeted at ward-based nurses and junior doctors, though others may also find it helpful.	215-0512
When the dying process is protracted or unexpectedly fast	This session looks at the key issues facing two scenarios: where the dying process is protracted and where it is unexpectedly fast. It discusses how to support those around the patient in these situations.	By the end of this session you will be able to: • describe the key issues which you could expect in two contrasting situations: where the dying process has been particularly protracted or where it has been unexpectedly fast • apply the five priorities of care for the dying person to the situations • discuss how to support families and those close to the patient in these situations • describe the impact that such situations may have on other patients nearby, staff and volunteers, and how to manage this	This session is suitable for care workers, nurses, palliative care nurses, social workers, junior doctors, senior doctors, trainees in palliative medicine, GPs, General Physicians, chaplains and AHPs/therapists.	215-0513
Sudden unexpected death	This session explores the issues presented by the occurrence of sudden unexpected death in different care settings: emergency department, home and care home.	By the end of this session you will be able to: • describe the key issues which need to be considered and managed in sudden unexpected death • discuss how these issues might be managed differently depending on where that death has taken place, such as at home or in hospital • outline the immediate steps that should be considered in order to provide practical help and support	This session is suitable for paramedics, care home staff, emergency care nurses.	215-0514
Dying as a prisoner	This session explores end of life care issues for a patient who is also a prisoner. The session addresses the issues faced in different settings, including prison, hospital or hospice.	By the end of this session you will be able to: • outline the physical, psychosocial and spiritual issues that are specific to end of life care for those who are in custody • describe the practical issues related to providing end of life care for these patients, both in prison and in other care settings • discuss how end-of-life care may be optimised for patients who are dying as prisoners	This session is designed for band 5, 6 & 7 Community nurses, Specialist Palliative Care nurses, Registrars and Consultants in Palliative Medicine, GPs, social workers.	215-0515

e-ELCA 05: Integrating learning in end-of-life care

05_03 Scenarios (cont)

Session title	Overview	Learning objectives	Audience	Quick link
End-of-life care for people experiencing homelessness	This session explores the issues presented by end-of-life care in the context of homelessness. The scenario used in the session reflects the complexities that usually exist when caring for a people experiencing homelessness.	By the end of this session you will be able to: • outline the physical, psychosocial and spiritual issues that are specific to end-of-life care for people experiencing homelessness • describe the practical issues related to providing end-of-life care for patients in accommodation for people experiencing homelessness • discuss how end-of-life care may be optimised for dying patients who are experiencing homelessness	This session is designed for band 5, 6 & 7 Community nurses, Specialist Palliative Care nurses, Registrars and Consultants in Palliative Medicine, GPs, social workers.	215-0516
Dying in intensive care	This session uses a case history to examine some of the challenges in providing end of life care in intensive care units (ICUs). Determining the appropriate ceiling of intervention, changing the focus of care from cure to comfort, communication issues, supporting patients and families and pain and symptom control issues will be discussed.	By the end of this session you will be able to: • describe the key issues and challenges facing dying patients and their families in an ICU setting • describe triggers to conversations about end of life care in ICU and explain how these conversations may be approached • recognise the signs and symptoms that indicate that treatment may be becoming futile in dying patients in ICU • explain how decisions about ceiling of intervention may be made • outline a sensible approach to managing end of life care for patients in an ICU situation	This session is designed for medical and nursing staff, and allied health professionals, particularly those working on the intensive care unit.	215-0517

05_04 Care after death

Session title	Overview	Learning objectives	Audience	Quick link
Introduction to care after death	This session introduces the concept of care after death. It focuses on the need to prepare for the care of a person and their family after their death and highlights the significance of care after death to those that have been bereaved.	By the end of this session you will be able to: • differentiate between 'care after death' and 'last offices' • describe the pathways of care for a deceased person • recognise how to prepare for care after death • identify the potential hazards associated with delivering care after death • describe when a death should be reported to the coroner	This session is targeted towards nurses, allied health professionals, medical students and junior doctors, though it may also be helpful for other groups.	215-0519
Providing personal care after death	This session outlines the procedures to be followed in carrying out personal care after death. It is aimed at nurses and those who have nursing tasks delegated to them but will prove relevant to all health and social care professionals who work with people at the end of life.	By the end of this session you will be able to: • identify your role and the role of others in providing personal care after death • describe the detailed procedures involved in personal care after death • evaluate how well personal care after death is carried out in your own clinical practice area	This session is targeted towards nurses, allied health professionals, medical students and junior doctors, though it may also be helpful for other groups.	215-0520

Session title	Overview	Learning objectives	Audience	Quick link
Treatment and care towards the end of life: good practice in decision-making	This session introduces the General Medical Council's guidance covering decision making in the last year of life. It highlights the key principles and good practice standards set out in the guidance, illustrating how they can be applied using examples from practice.	By the end of this session you will be able to: • describe the principles identified in the General Medical Council guidance on treatment and care towards the end of life • describe an approach to decision making and resolving disagreement in end-of-life care that conforms with the guidance • apply the guidance to help address common challenges that you might face in providing treatment and care for patients who are approaching the end of life	This session is aimed at all doctors, but nurses and therapists may also find it valuable.	215-0518
End-of-life care for people with dementia	This session will examine the key issues surrounding end-of-life care. It will offer guidance on best practice with respect to the care of people living with dementia and their families at end of life.	By the end of this session you will be able to: • ensure the person's wishes and preferences for end of life are known • recognise when someone is in their last days or weeks of life • meet the psychosocial needs of people with dementia at the end of life • meet the person's physical and medical needs at end of life, including pain assessment and treatment • recognise the diverse needs of people living with dementia at end of life due to age and cultural and religious differences • support the needs of family carers, including bereavement • support care staff	This session is designed for band 5, 6 & 7 Community nurses, Specialist Palliative Care nurses, Registrars and Consultants in Palliative Medicine, GPs, social workers.	407-0041
The management of diabetes at the end of life	The session explores the prevalence of diabetes, therapeutic approaches and practical decision making in patients who are approaching the end of life.	By the end of this session you will be able to: • describe how diabetes management changes towards the end of life • identify priorities in diabetic management • explain the potential risks of diabetes medication in end-of-life care • describe strategies to help in joint decision making with diabetic patients	This session is aimed at all clinicians caring for patients with diabetes.	215-0528
Culturally sensitive palliative and end-of-life care for lesbian gay bisexual and trans (LGBT) people	This session explores the issues and needs of lesbian, gay, bisexual and transgender (LGBT) people with a specific emphasis on those needing and receiving palliative and end of life care. It also examines ways of providing LGBT-friendly care.	By the end of this session you will be able to: • define the common terminology and acronyms related to gender and sexual minorities • explain LGBT-related stressors • identify LGBT-specific issues and needs in palliative care • implement innovative methods for providing an LGBT-friendly service	This session is suitable for nurses, junior doctors, social workers, physios, OTs.	215-0518

Session title	Overview	Learning objectives	Audience	Quick link
A unified DNACPR policy	This session provides an introduction to Do Not Attempt Cardiopulmonary Resuscitation (DNACPR) policies and highlights when (CPR) should not be attempted.	By the end of this session you will be able to: • demonstrate an understanding of the context and purpose of a DNACPR policy • describe the legal framework surrounding a DNACPR policy • use a structured framework to decide if a DNACPR decision is necessary • recognise how to communicate a DNACPR decision • recognise how DNACPR sits within the principles of Advance Care Planning	This session will be most helpful for doctors, nurses and allied health professionals, but could be useful for all.	215-0521
Using the NHS continuing healthcare fast-track pathway tool	This session outlines the principles surrounding the NHS Continuing Healthcare Fast Track Pathway Tool. It describes how the tool can be used to support individuals with a rapidly deteriorating condition.	By the end of this session you will be able to: • recognise when and how to use the NHS Continuing Healthcare Fast Track Pathway Tool • describe the referral process and how it fits in with the wider National Framework for NHS Continuing Healthcare • identify the legal responsibilities associated with using the tool • recognise how the tool can be used to support the End-of-Life Care Strategy	This session is suitable for nurses, junior doctors, social workers, physios, OTs.	215-0522
Framework for end-of-life care in advanced kidney disease	This session identifies the key elements of advanced kidney care and suggests ways of bridging the traditional boundaries of care based on the 'End of Life Care in Advanced Kidney Disease: A Framework for Implementation' document.	By the end of this session you will be able to: • describe the components of the document 'End of Life Care in Advanced Kidney Disease: A Framework for Implementation' • outline how the framework supports the care of patients with kidney disease who are receiving end of life care • describe the roles of the key and link workers as set out in the framework • outline the practical steps involved in implementing the framework locally	This session is suitable for nurses, junior doctors, social workers, physios, OTs.	215-0523
AMBER care bundle	This session will describe the AMBER care bundle. It will explain how the bundle will help you to provide high quality care for patients who are facing uncertain recovery and may be approaching the end of life how to use it in clinical practice.	By the end of this session you will be able to: • explain what the AMBER care bundle is and why it was developed • describe what is meant by the term 'uncertain recovery' and how it applies to the AMBER care bundle • summarise the four stages of the AMBER care bundle • list the key tasks in providing high quality care for people who may deteriorate • describe how to handover a patient who is using the AMBER care bundle to another ward/GP and community team/nursing home/other site of care	This session is suitable for nurses, doctors, healthcare assistants and allied health professional working in acute and community hospitals settings.	215-0525
COVID-19 and palliative, end-of-life and bereavement care	This session describes how palliative, end-of-life and bereavement care services can help in the management of COVID-19.	By the end of this session you will be able to: • discuss the nature of COVID-19 including its transmission and common symptoms • explain how palliative, end-of-life and bereavement care services can support patients with COVID-19 • summarise strategies for symptom control for patients with COVID-19 • describe communication approaches that can support discussions about goals of care in COVID-19 infection • outline how patients with COVID-19 and those close to them can be supported	This session is aimed at all clinicians caring for patients with COVID-19.	215-0526
Registered nurse verification of expected adult death	The session presents a case study which outlines the process for the verification of expected adult death by a Registered Nurse in line with current guidance.	By the end of this session you will be able to: • recognise the need for responsive and person-centred care for the deceased and their family, friends and carers • explain the legal and professional aspects of verifying expected adult death • describe the procedure for verification of a person's death, including the use of personal protective equipment (PPE) • discuss how to support and provide appropriate information to the bereaved family, friends and carers	This session is aimed at registered nurses who wish to undertake an extension of their role and feel competent to verify expected adult death.	215-0527

Approach and assessment

Session title	Overview	Learning objectives	Audience	Quick link
Philosophy of Palliative Care	This session covers the philosophy of palliative care for children and young people. It will outline viewpoints, categories and models of children's palliative care. It will also explain some of the myths surrounding children's palliative care.	By the end of this session you will be able to: • define palliative care for children and young people with life limiting conditions • list the three main viewpoints of child palliative care • describe the four children's palliative care needs categories • outline the myths surrounding child palliative care • state the three main models of child palliative care	This session will be of benefit not only for doctors in training but for all healthcare professionals.	172-39
Assessment and Management	This session covers the five steps to enable the delivery of excellent children's palliative care.	By the end of this session you will be able to: • list the five steps to enable the delivery of excellent children's palliative care • state the areas that need to be assessed when conducting a holistic assessment • explain how to create a problem list • describe the process of management planning	This session will be of benefit not only for doctors in training but for all healthcare professionals.	172-40
Coping	This session covers resilience and the factors which affect it. It also provides the information you need to further boost your resilience and act upon any problems you may currently have.	By the end of this session you will be able to: • define resilience and the factors which affect it • outline approaches on how to enhance resilience • explain how to diagnose and manage stress and burnout	This session will be of benefit not only for doctors in training but for all healthcare professionals.	172-41

Symptom management

Session title	Overview	Learning objectives	Audience	Quick link
Pain evaluation	This is the first of two sessions on pain experience in children and young people. It covers the evaluation of pain, including its definition, pathophysiology, presentation and assessment.	By the end of this session you will be able to: • define pain • describe the pathophysiology of pain and the pain pathway • explain pain terms • interpret the presentation of pain • assess pain	This session will be of benefit not only for doctors in training but for all healthcare professionals.	172-42
Pain management	This is the second of two sessions on childhood pain management. It covers the non-pharmacological and pharmacological management of pain, including the initiation, titration and maintenance of regular opioids, and drug changes when required.	By the end of this session you will be able to: • list the three groups of non-pharmacological pain relief measures • describe the WHO 'ladder' stepwise approach to pain management • describe the three stages of good pain management • state the adjuvant therapies used for different types of pain • state the side effects of opiates	This session will be of benefit not only for doctors in training but for all healthcare professionals.	172-43
Nausea and vomiting	his session defines nausea and vomiting. It will also outline the four main causes and the effective treatments for nausea and vomiting.	By the end of this session you will be able to: • define nausea and vomiting • explain the four main causes of nausea and vomiting • describe the effective treatments for nausea and vomiting	This session will be of benefit not only for doctors in training but for all healthcare professionals.	172-44
Constipation, anorexia and hiccup	This session briefly describes constipation, anorexia and hiccup symptoms. It also considers the underlying causes and possible treatments.	By the end of this session you will be able to: • recognise constipation and faecal impaction and treat their underlying causes • describe the underlying causes for anorexia and cachexia • explain the causes of hiccup and possible treatments	This session will be of benefit not only for doctors in training but for all healthcare professionals.	172-45

Symptom management (cont)				
Session title	Overview	Learning objectives	Audience	Quick link
Mouth care	This session briefly describes the healthy mouth. It also outlines the causes and treatment of oral problems encountered by children receiving palliative care.	By the end of this session you will be able to: • describe the healthy mouth • explain the causes and treatment of oral problems encountered by children receiving palliative care	This session will be of benefit not only for doctors in training but for all healthcare professionals.	172-46
Feeding	This session gives an overview of nutrition, oral feeding assessment, enteral feeding and parenteral feeding in palliative care. It also covers feeding and hydration at the end of life.	By the end of this session you will be able to: • explain nutrition and oral feeding assessment in palliative care • describe enteral feeding and parenteral feeding in palliative care • outline feeding and hydration at the end of life	This session will be of benefit not only for doctors in training but for all healthcare professionals.	172-47
Difficulty in breathing	This sessions covers dyspnoea, its definition, causes and management. The session will then look at some specific conditions and the role of non-invasive ventilation (NIV).	By the end of this session you will be able to: • recognise dyspnoea and its causes • detail pharmacological and non-pharmacological management of dyspnoea • specify how to start home oxygen therapy • describe the role of assisted ventilation in children with neuromuscular conditions	This session will be of benefit not only for doctors in training but for all healthcare professionals.	172-48
Neurological problems	This session gives a brief overview of the wide range of neurological disorders that may be life-limiting.	By the end of this session you will be able to: • list the range of neurological conditions which may lead to palliative care needs • describe the palliative management of: • seizures • leukodystrophy • duchenne muscular dystrophy • spinal muscular atrophy (SMA) • central nervous system (CNS) cancer • cerebral irritability	This session will be of benefit not only for doctors in training but for all healthcare professionals.	172-49
Psychological symptoms	This session gives an overview of children's perceptions of death, opening up discussions about death and talking with children of different ages about dying. It also covers the signs and symptoms of anxiety and depression.	By the end of this session you will be able to: • explain children's perception of death • recognise ways of talking with children of different ages about dying • list ways you can open up a discussion about dying • describe the signs and symptoms of anxiety and depression	This session will be of benefit not only for doctors in training but for all healthcare professionals.	172-50
Skin symptoms	This session covers the investigation and treatment of skin symptoms for children receiving palliative care.	By the end of this session you will be able to: • describe the process you should use when investigating skin symptoms • recognise different types of skin rash • consider differential diagnoses • select appropriate treatment • state how to deal with pressure sores and ulcerating (fungating) tumours	This session will be of benefit not only for doctors in training but for all healthcare professionals.	172-51
Emergencies in CPC	This session covers common emergencies in paediatric palliative care and how to respond to them. It will also include how to help families prepare for these emergencies.	By the end of this session you will be able to: • explain the most common emergencies in paediatric palliative care • outline how to respond to emergencies • describe the way to help families prepare for emergencies	This session will be of benefit not only for doctors in training but for all healthcare professionals.	172-52

e-ELCA 05: Integrating learning in end-of-life care

Symptom management (cont)

Session title	Overview	Learning objectives	Audience	Quick link
Non-malignant life-limiting diseases	This session covers the broad range of non-malignant life limiting conditions and how they affect patients and the people who care for them.	By the end of this session you will be able to: • describe the diagnostic groups of non-malignant life limiting diseases • explain the challenges to diagnosis and prognosis that these diseases represent, especially in children • outline the need for anticipatory treatment to pre-empt foreseeable developments in these conditions over time • explain key ethical issues surrounding the treatment of these conditions	This session will be of benefit not only for doctors in training but for all healthcare professionals.	172-53

Preparing for death

Session title	Overview	Learning objectives	Audience	Quick link
Advance care plans	This session explains the purpose of advance care plans (ACPs), their benefits, when they are needed, the process of completing them and the legal issues associated with them.	By the end of this session you will be able to: • state who should be offered an ACP and when • state the benefits of an ACP • describe the process of completing an ACP • explain the main legal issues associated with ACPs • describe and be aware of parallel planning	This session will be of benefit not only for doctors in training but for all healthcare professionals.	172-54
Last few days of life	This session covers the last few days of a child/young person's life including the diagnosis of 'dying', the emotions experienced by families, symptoms, planning and care.	By the end of this session you will be able to: • describe the difficulty in diagnosing dying • explain the emotional rollercoaster often experienced by families • state and plan for the preferred place for end-of-life care • define a 'good death' • state the symptoms that occur towards the end of life	This session will be of benefit not only for doctors in training but for all healthcare professionals.	172-55
Practicalities around death care	This session covers the practicalities around death care including end-of-life care planning, organ donation, statutory requirements, arrangements and care for the child's body after	By the end of this session you will be able to: • explain end of life care planning • outline the statutory requirements needed after death • describe the arrangements which need to be made for the child's body • list some funeral and bereavement services available	This session will be of benefit not only for doctors in training but for all healthcare professionals.	172-56

Ethics, Sexuality and Spirituality

Session title	Overview	Learning objectives	Audience	Quick link
Ethics and the law	This session gives an overview of ethics and the law including ethical principles, competence and capacity as well as the legal framework for the treatment of young people over 16 years of age.	By the end of this session you will be able to: • define the four ethical principles • outline the five situations in which life-sustaining treatment can be withheld or withdrawn from children • explain when a young person has the competence and capacity to consent • describe when a young person can refuse treatment	This session will be of benefit not only for doctors in training but for all healthcare professionals.	172-57
Sexuality	This session covers the effects of disability and chronic illness on sexuality and sexual identity. It will also outline discussing sexuality with chronically ill young people.	By the end of this session you will be able to: • explain what sexuality is and why it is important • state some of the barriers healthcare professionals might face • describe ways to start a conversation about sexuality • outline why sexual expression is important to chronically ill young people	This session will be of benefit not only for doctors in training but for all healthcare professionals.	172-58
Spirituality	This session covers how to support families' spiritual, pastoral and religious needs. It also outlines the beliefs and end of life practices of several common religions.	By the end of this session you will be able to: • describe the spiritual, pastoral and religious needs involved in supporting families in palliative and bereavement care • explain the end of life and funeral practices of common religions	This session will be of benefit not only for doctors in training but for all healthcare professionals.	172-59

Preparing for death				
Advance care plans	This session explains the purpose of advance care plans (ACPs), their benefits, when they are needed, the process of completing them and the legal issues associated with them.	By the end of this session you will be able to: • state who should be offered an ACP and when • state the benefits of an ACP • describe the process of completing an ACP • explain the main legal issues associated with ACPs • describe and be aware of parallel planning	This session will be of benefit not only for doctors in training but for all healthcare professionals.	172-54
Last few days of life	This session covers the last few days of a child/young person's life including the diagnosis of 'dying', the emotions experienced by families, symptoms, planning and care.	By the end of this session you will be able to: • describe the difficulty in diagnosing dying • explain the emotional rollercoaster often experienced by families • state and plan for the preferred place for end-of-life care • define a 'good death' • state the symptoms that occur towards the end of life	This session will be of benefit not only for doctors in training but for all healthcare professionals.	172-55
Practicalities around death care	This session covers the practicalities around death care including end of life care planning, organ donation, statutory requirements, arrangements and care for the child's body after death and funeral and bereavement services.	By the end of this session you will be able to: • explain end of life care planning • outline the statutory requirements needed after death • describe the arrangements which need to be made for the child's body after death • list some funeral and bereavement services available	This session will be of benefit not only for doctors in training but for all healthcare professionals.	172-56
Ethics, Sexuality and Spirituality				
Ethics and the law	This session gives an overview of ethics and the law including ethical principles, competence and capacity as well as the legal framework for the treatment of young people over 16 years of age.	By the end of this session you will be able to: • define the four ethical principles • outline the five situations in which life-sustaining treatment can be withheld or withdrawn from children • explain when a young person has the competence and capacity to consent • describe when a young person can refuse treatment	This session will be of benefit not only for doctors in training but for all healthcare professionals.	172-57
Sexuality	This session covers the effects of disability and chronic illness on sexuality and sexual identity. It will also outline discussing sexuality with chronically ill young people.	By the end of this session you will be able to: • explain what sexuality is and why it is important, especially to chronically ill young people • state some of the barriers healthcare professionals might face when speaking to chronically ill young people about sexuality • describe ways to start a conversation with a chronically ill young person about sexuality • outline why sexual expression is important to chronically ill young people	This session will be of benefit not only for doctors in training but for all healthcare professionals.	172-58
Spirituality	This session covers how to support families' spiritual, pastoral and religious needs. It also outlines the beliefs and end of life practices of several common religions.	By the end of this session you will be able to: • describe the spiritual, pastoral and religious needs involved in supporting families in palliative and bereavement care • explain the end of life and funeral practices of common religions	This session will be of benefit not only for doctors in training but for all healthcare professionals.	172-59

e-ELCA 06: Social care

Supporting training in end-of-life care for all

This section details the elearning sessions in the **Social care** module which aims to help you to understand the importance of social care in end-of-life care, and the specific contributions made by social care workers in this area of work.

Session title	Overview	Learning objectives	Audience	Quick link
Supporting people to live and die well	This session introduces the NHS National End of Life Care Programme Framework for Social Care (Supporting People to Live and Die Well) and explores the role of social care in working with and looking after people approaching the end of life	By the end of this session you will be able to: • demonstrate an understanding of the framework for social care • recognise the importance of social care in end-of-life care • demonstrate an understanding of how social care can contribute to end-of-life care • use the framework to identify some personal development priorities	This session is suitable for social workers, care workers, nurses and allied health professionals.	215-0601
Palliative care social work	This session describes the role of palliative care social workers. It highlights the diversity of the role within a multidisciplinary context and describes how palliative care social workers provide a link between health and social care.	By the end of this session you will be able to: • demonstrate an understanding of the palliative care social worker role • recognise the working links between palliative care social workers and social workers in local authorities • describe the role of the palliative care social worker in the multidisciplinary team • recognise how the common core competences for end-of-life care and the social care framework inform practice • recognise good practice in partnership working through the use of a case study	This session is suitable for social workers, care workers, nurses and allied health professionals.	215-0602
Assessment in end-of-life care	This session introduces assessment and review concepts from a social care perspective.	By the end of this session you will be able to: • demonstrate an understanding of the importance of the assessment process • list the values, knowledge and skills required to assess people at the end of life • recognise the importance of planning for an assessment • demonstrate good practice when conducting assessments • demonstrate an understanding of the importance of the review process	This session is suitable for social workers, care workers, nurses and allied health professionals.	215-0603
Support and care planning at the end of life	This session aims to outline the role and importance of good support and care planning for a person and their carer.	By the end of this session you will be able to: • describe your awareness of end-of-life issues • understand the role of support and care planning at the end of life • understand the role of advance care planning • be aware of ways to approach talking to people and their carers about death and dying • be aware of your impact as a worker on the support you offer individuals and their carers	This session is suitable for social workers, care workers, nurses and allied health professionals.	215-0604
Hospital social work	This session will enable understanding about the history and diversity within the role of the hospital social worker and how it contributes to good end of life care (EoLC).	By the end of this session you will be able to: • define the role of social work developed in hospital from (Lady) Almoner to Medical Social Worker then onto the current hospital social worker and more specialised social work roles • recognise the role of social worker and specialist social worker in hospitals • identify the differences between the medical and social models of health/disability • describe the legislative framework encompassing hospital social work • detail how social workers work within the multidisciplinary team, and engage with the continuing health care and Mental Capacity Act processes	This session is suitable for social workers, care workers, nurses and allied health professionals.	215-0605
End-of-life care in care homes and domiciliary care settings	This session introduces the role of care home (residential and nursing home settings) and domiciliary care staff in providing end of life care and looking after dying people.	By the end of this session you will be able to: • identify what is meant by good practice in end-of-life care • list the core competences associated with good end-of-life care • recognise the changes that occur as someone approaches death • identify other potential sources of support	This session is suitable for social workers, care workers, nurses and allied health professionals.	215-0606

e-ELCA 07: Bereavement care

Supporting training in end-of-life care for all

This section details the elearning sessions in the **Bereavement care** module which aims to help you to understand the importance of bereavement assessment and care.

Session title	Overview	Learning objectives	Audience	Quick link
Talking about death and dying	This session explores the cultural issues surrounding death and dying in the UK and offers guidance on how to talk about this often-difficult subject.	By the end of this session you will be able to: • demonstrate an understanding of how different cultures approach death and dying • identify cultural barriers to discussing death and dying in the UK • recognise the importance of talking about death and dying	This session is useful for all staff, volunteers and the general public.	215-0701
Assessment of carers needs	This session outlines the areas that should be considered in a holistic assessment of carers' needs and highlights the risk factors that can impact on a carer's experience of death and bereavement.	By the end of this session you will be able to: • identify the areas to be included in a holistic assessment of carers' needs • explain how a range of risk factors can impact on the grieving process and affect a carer's bereavement outcome • recognise the ethical and legal issues that commonly affect carers	This session is useful for nurses, care workers, allied health professionals and therapists.	215-0702
Practical support after bereavement	This session provides an overview of the practical issues following a death. It covers areas such as registering a death, choosing a funeral director, arranging a funeral, and the probate system.	By the end of this session you will be able to: • demonstrate an understanding of how to register a death • describe the role of a funeral director • recognise some of the issues involved in arranging a funeral • describe the role of the coroner and the post-mortem process • identify the actions that need to be taken following a death	This session is aimed at staff who will need to support families when a patient is dying and in the days after their death. It will be of most use to student nurses and doctors, to qualified nurses and those in bereavement services.	215-0703
Sudden death and bereavement	This session gives an overview of the bereavement issues surrounding sudden and unexpected death. It focuses in particular on the issues raised by sudden death and bereavement in ED settings.	By the end of this session you will be able to: • identify the types of deaths that occur in emergency department settings • recognise the issues faced by relatives attending the emergency department • describe the arguments for and against witnessed resuscitation • describe the role of the support nurse • outline the process of referral to the coroner • identify sources of bereavement support following a death in the emergency department	This session is useful for nurses in ED, doctors training in ACCS, GP trainees and those working in the emergency departments or ED. Some paramedics and nursing and medical students will also find it useful.	215-0704
Emotional support and signposting	This session will help you to understand the skills required to communicate effectively with individuals and families affected by bereavement, demonstrating empathy and signposting to other services where appropriate.	By the end of this session you will be able to: • describe how to initiate and maintain supportive conversations with bereaved people • recognise and respond to a variety of different barriers to communication • describe some of the complexities in communicating with bereaved people who are not normally resident in the UK • recognise the value of signposting in referring bereaved people on to more specialised services	This session is useful for all health and social care professionals who work with people facing the loss of a loved person.	215-0705
Children and bereavement	The session explores grieving in children. It describes a range of ways in which health professionals and families can support children who are bereaved.	By the end of this session you will be able to: • demonstrate an understanding of how children experience grief • explore the qualities needed to work with grieving children and their families • describe the impact of the developmental process on grieving in children • identify ways to support children and their families	This session is useful to everyone who wants an understanding of how grief may affect children and what their role may be in supporting families.	215-0706

e-ELCA 08: Spiritual care

Supporting training in end-of-life care for all

This section details the elearning sessions in the **Spiritual care** module which aims to help you to understand the importance of spirituality and spiritual care for those approaching the end of life.
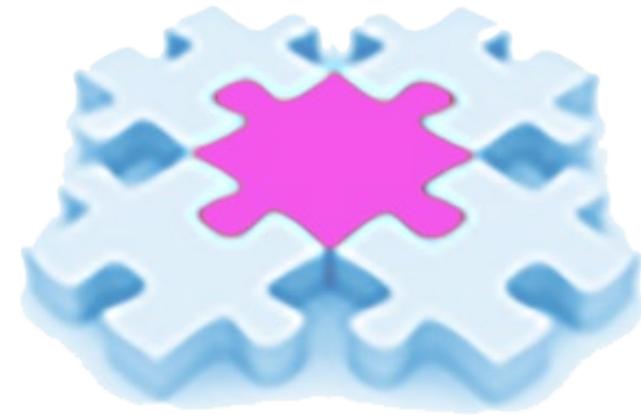
Session title	Overview	Learning objectives	Audience	Quick link
Spirituality and the philosophy of end-of-life care	This session will look at what health and social care professionals mean when they talk about 'spirituality' and outline how this understanding is central to the philosophy of end-of-life care.	By the end of this session you will be able to: • explain the underpinning philosophy of palliative and hospice care for end of life and its links with spirituality • explain the difference between religion and spirituality • identify expressions of spirituality at the end of life • give examples of what a holistic approach means in practice • describe the specific cultural issues raised in relation to death and dying	This session is useful for all health and social care workers, and is core to best practice in end-of-life care	215-0801
Understanding and assessing spiritual need and spiritual distress	This session considers the meaning of spiritual need and distress. It also addresses how to assess the spiritual needs of those receiving end-of-life care, and when and how this can be achieved.	By the end of this session you will be able to: • identify what is meant by spiritual need and spiritual distress • include spiritual need within your overall assessment • describe various approaches to the assessment of spiritual need • demonstrate an understanding of appropriate timing and approach • respond to specific cultural issues that may arise	This session is useful for chaplains and all healthcare professionals and students working in end-of-life and palliative care	215-0802
Spiritual care and models of spiritual intervention	This session will enable the participant to understand the different models that can be used for spiritual interventions and how using them can enhance/improve the person's care.	By the end of this session you will be able to: • identify different models of spiritual intervention • describe the use of different types of model • offer some forms of spiritual intervention • recognise the role of chaplains and other providers of spiritual care • appreciate how to work alongside specialist spiritual care providers	This session is useful for chaplains and all healthcare professionals and students working in end-of-life and palliative care	215-0803
Spiritual resources and quality of life	In this session you will explore the meaning of the term spiritual resources and consider the relevance of them to a dying person's quality of life.	By the end of this session you will be able to: • identify the internal and external spiritual resources which the dying person and their family may draw upon • apply your learning about spiritual assessment and interventions to enable people with unmet spiritual needs to access those resources • explain the meaning of quality of life for the person at the end of life • explain the relationship between quality of life and spirituality when facing death • recognise the specific cultural issues raised and appropriate responses for the worker	This session is useful for chaplains and all healthcare professionals and students working in end-of-life and palliative care	215-0804
Spirituality and the multidisciplinary team	To develop an understanding of the importance of effective team working for the delivery of spiritual care and the importance of leadership, task, and respect for other team members and the disciplines they represent.	By the end of this session you will be able to: • describe models of team working and understand how these operate in palliative and end of life care settings • distinguish different roles and responsibilities and how these integrate in palliative and end of life care settings • identify some of the ethical and legal dimensions to teamwork • identify aspects of multidisciplinary teamwork which enhance the quality of spiritual care at the end of life • recognise the specific cultural issues raised and appropriate responses for the worker	This session is useful for chaplains and all healthcare professionals and students working in end-of-life and palliative care	215-0805
Spirituality in the community	This session explores how collaboration with the local community can help services ensure that spiritual care reaches all the people in end-of-life care who could benefit from it.	By the end of this session you will be able to: • describe the range of spiritual resources embedded in the community, including community organisations, groups and faith communities • explain how these resources might be harnessed to enhance end of life care in community, residential, inpatient and outpatient settings • identify cultural aspects of spiritual care provision and appropriate responses for the worker • give examples of how spiritual care can be facilitated by collaborating with the community	This session is useful for chaplains and all healthcare professionals and students working in end-of-life and palliative care	215-0806

e-ELCA 09: Specialist care

Supporting training in end-of-life care for all

This section details the elearning sessions in the **Specialist care** module which aims to support specialists in palliative care in their learning and practice.

Session title	Overview	Learning objectives	Audience	Quick link
Intrathecal drug delivery	This session provides an overview of intrathecal drug delivery (ITDD) for the management of cancer pain. It aims to enhance the understanding of which patients may benefit from this approach and the principles which govern the safe use of ITDD systems.	By the end of this session you will be able to: • describe the rationale for intrathecal drug delivery (ITDD) for the management of cancer pain including relevant anatomy, physiology and pharmacology • discuss the assessment of patients for ITDD including the indications and contraindications for ITDD systems • recognise the different types of ITDD systems used in the management of cancer pain • identify the possible complications of ITDD in patients with cancer pain • describe the on-going management and end of life care options for patients with an ITDD in situ	This session supports all palliative medicine physicians and nursing staff, and those caring for a patient using intrathecal analgesia.	215-1001
Heart failure in end-of-life care	This session has been written by a multidisciplinary group of cardiology and palliative care specialists to help palliative care clinicians become more confident with managing patients with heart failure and knowing when to liaise with heart failure services.	By the end of this session you will be able to: • apply knowledge of the disordered pathophysiology in the management of heart failure • explain decompensation of heart failure, classes of heart failure drugs and when and which drugs to consider stopping in advanced heart failure • describe the different types of device therapy in heart failure and what needs to be considered before the patient is approaching end of life • discuss the management of refractory symptoms such as breathlessness • identify why it is important to work collaboratively with other services	This session supports registrar training in palliative medicine. It will also be useful to all specialist nurses and doctors working in palliative care.	215-1002
'I'm not loveable anymore" - Discussing intimacy in advanced illness	Session description: This session explores the concerns patients and their partners may have about intimacy and sex when approaching the end of life. It examines the challenges this raises for professionals and how most effectively to approach the topic.	By the end of this session you will be able to: • identify the concerns patients with advanced illness and their partners may have regarding intimacy and sex • assess the most effective methods to raise the topic of intimacy and sex with patients and their partners • evaluate the communication methods needed to respond to concerns raised by patients and their partners regarding intimacy and sex • identify initial management options to help resolve concerns about intimacy and sex • identify useful sources of referral for more complicated problems relating to intimacy and sex in advanced illness • assess your own confidence in talking about intimacy and sex with patients and their partners	This session will be useful to anyone who is required to assess the needs of people with advanced illness. It is core knowledge for community nurses and specialist palliative care nurses, GP trainees and doctors training in palliative medicine.	215-0328
End-of-life care for people experiencing homelessness	This session explores the issues presented by end-of-life care in the context of homelessness. The scenario used in the session reflects the complexities that usually exist when caring for a people experiencing homelessness..	By the end of this session you will be able to: • outline the physical, psychosocial and spiritual issues that are specific to end of life care for people experiencing homelessness • describe the practical issues related to providing end of life care for patients in accommodation for people experiencing homelessness • discuss how end of life care may be optimised for dying patients who are experiencing homelessness	This session is aimed at band 5, 6 & 7 Community nurses, Specialist Palliative Care nurses, Registrars and Consultants in Palliative Medicine, GPs, social workers.	215-0516

Session title	Overview	Learning objectives	Audience	Quick link
Non-invasive ventilation in motor neurone disease	Non-invasive ventilation (NIV) is an intervention which can improve both quality of life and survival for patients with motor neurone disease (MND). This session outlines the evidence base and practicalities of this important treatment option for patients.	By the end of this session you will be able to: • discuss how NIV can benefit patients • know when to consider NIV with a patient • describe how NIV works • identify challenges of using NIV and how to resolve them • explain the practicalities of using NIV to patients, families and members of a multi-disciplinary team (MDT) • construct a care plan for a patient using NIV >14 hours a day • provide high quality end of life care for patients using NIV	This session is aimed at specialists in palliative care including nurses, doctors and therapists. It may also be useful to GPs and community nurses supporting patients with MND who are using NIV.	215-1003
Palliative care for adult patients with neuromuscular disorders	This session will discuss the features of some of the more common neuromuscular disorders, the physical and psychological issues which present with such disorders and the current practice for symptom control in palliative care.	By the end of this session you will be able to: • describe the features of the neuromuscular disorders that an adult palliative care specialist will potentially come across in practice • discuss the current practice for symptom control • identify the issues/symptoms that such patients will have by the time their disease becomes palliative in nature	This session is aimed at specialists in palliative care including nurses, doctors and therapists. It may also be useful to GPs and community nurses supporting patients with neuromuscular disorders.	215-1004

e-ELCA elearning programme

Supporting training in end-of-life care for all

This document was last updated in November 2021