Trainee Assessment

Apply a palliative care approach

<table>
<thead>
<tr>
<th>Unit standard</th>
<th>Version</th>
<th>Level</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>29523 Apply a palliative care approach in a health or wellbeing setting</td>
<td>2</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>

Your name: ____________________________

Your workplace: ____________________________

Your date of birth: ____________________________

NSN number (if you know it): ____________________________

Declaration
I was told about and understand the assessment requirements and appeals process.
I have prepared my answers myself.
Any evidence I have provided as my own, I produced myself.
I understand that this assessment may be used for moderation and quality control purposes.
I understand that when I achieve this unit standard my result will be registered with the New Zealand Qualifications Authority.

I confirm the above declaration: Yes [ ] No [ ] Date: ____________________________
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Acknowledgement

Careerforce acknowledges with thanks the significant contribution made by Hospice New Zealand in providing technical knowledge and expertise during the development of these assessment materials.
### Assessment summary (completed by assessor)

#### Trainee’s performance summary

<table>
<thead>
<tr>
<th>Assessment tasks</th>
<th>Assessor’s signature</th>
<th>Date achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1: Understand ethical issues in palliative care</td>
<td></td>
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#### Unit standard results

I have assessed the trainee and confirm that the requirements have been met to demonstrate competency in:

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Assessor’s name: 
Assessor’s number: 
Signature: 
Date:
Trainee information

Before you start

• The assessor/observer will talk about what you need to do.
• You may have been observed doing some of these tasks already, or you may have evidence or workplace documents which records what you have already done, at work or through training.
• You may need to provide a collection of evidence from your workplace.
• It is recommended that you complete US 28738 Describe the key principles of palliative care and a support worker's role in a palliative approach to care before completing this assessment. These two assessments are aligned with the Hospice New Zealand Fundamentals of Palliative Care Programme.

As you go

• Answer all questions. Refer to real situations when answering questions.
• Your assessor or observer will complete the observation form in this assessment when they observe your work. Sometimes they may ask you to do a specific task or ask a question about what you are doing.
• If you need help with this assessment, please contact your assessor.

When you finish

• Make sure you have completed any parts where the assessor/observer has said you need to do more work.

Appeals

If you wish to appeal against the assessment result or process, talk to your assessor.

If you are still not satisfied, you can appeal to Careerforce by completing the assessment result appeal form. You can find this form online at www.careerforce.org.nz/contact/forms

Feedback

Careerforce regularly reviews our assessment and learning resources. As a user, we would appreciate feedback on how you found it. Feedback can be provided to Careerforce via:

• our online feedback form at www.careerforce.org.nz/contact/resource-assessment-feedback.
• email to info@careerforce.org.nz
Definitions

End of life is that period of time prior to death but the duration can never be precisely defined in advance (National Gold Standards Framework Centre 2011). The end-of-life period is triggered by a transition in the place of care, levels of care and/or goals of care.

End-of-life care is the care guided by the person’s needs and goals, and is the responsibility of all who work within the health sector. It covers the full range of clinical services provided from the point when a life-threatening condition or illness is diagnosed until after the death.

Last days of life is the period when a person is dying. It is the period of time when death is imminent and may be measured in hours or days (Palliative Care Council 2015).

Life-limiting condition is a condition for which there is no reasonable hope of cure and from which the person is expected to die. Some of these conditions cause progressive deterioration rendering the person increasingly dependent on family and carers.

Life-threatening condition is usually of short duration with an acute or unexpected onset. Curative treatment may be feasible but can fail. It may or may not occur in the context of a pre-existing life-limiting condition.

Palliative care is care for people of all ages with a life-limiting or life-threatening condition (whether death is days, weeks, months or occasionally even years away) which aims to:

• optimise an individual’s quality of life until death by addressing the person’s physical, psychosocial, spiritual and cultural needs.
• support the individual’s family/whānau, and other caregivers where needed, through the illness and after death.

The palliative care approach incorporates a positive and open attitude toward death and dying by all service providers working with the person and their family, and respects the wishes of the person in relation to their treatment and care.

Total suffering indicates that there are many factors which contribute to the experience of pain and other physical symptoms and each person must be treated with the knowledge that physical symptoms cannot be treated in isolation.

Interdisciplinary care team is a group of healthcare professionals from diverse fields who work in a coordinated fashion toward a common goal for the person receiving care and support.

Additional definitions relevant to the palliative approach to care can be found in the New Zealand Palliative Care Glossary (2015) provided by the Ministry of Health and available at www.health.govt.nz/publications
Task 1: Understand ethical issues in palliative care

For this task, you need to show that you understand ethical issues in palliative care and how they can be resolved.

Ethical issues may include artificial nutrition and hydration, palliative sedation, limitation of treatments, do not resuscitate or allow natural death, informed consent, advanced care planning, advance directives or any other issue.

For this task, you need to choose a scenario to use to answer the questions:

**EITHER** Scenario option 1 which is the example situation provided

**OR** Scenario option 2 which is your own example of a situation you have been in.

If you choose to use your own situation, then please outline your own example in the space for Scenario option 2 below.

Whichever scenario you choose to do, answer questions 2 and 3.

**Q1 Scenarios**

**Scenario option 1 – provided example situation**

An elderly lady with multiple health problems had recently worsened in her condition and had stopped eating and drinking, saying she wanted to die. The family requested that she be given her fluid via a drip and nutrition via a feeding tube.

**Scenario option 2 – your own example**

**Q2** Describe why the scenario you have chosen is considered to be an ethical issue or dilemma.
Q3 What process would be followed to resolve this ethical issue or dilemma?

Task 1: Assessor’s feedback to trainee

When the assessor agrees that you have completed this task successfully, they will sign it off on the assessment summary page at the front of this assessment.
Task 2: Support a person using a palliative care approach

For this task, you need to show that you can support one person with a life-limiting or life-threatening condition using a palliative care approach. Support must include their family/whānau and working with an interdisciplinary team.

You need to be observed in your work with a person you support and their family/whānau. The observer may be your supervisor, a member of the interdisciplinary team such as district nurse or registered nurse, a hospice person or a similar person who has seen you working over a period of time.

You must reflect upon your palliative care approach in supporting a person and their family/whānau.

You must:

- build a partnership with the person and their family/whānau that considers their cultural and spiritual needs and maintains respect for their dignity.
- support the person and their family/whānau recognising the concept of total suffering.
- work with the interdisciplinary team and assist a health professional(s) with assessing and managing the person’s pain and symptoms.
- provide advocacy or support for self-advocacy for the person and their family/whānau.
- support the person and their family/whānau dealing with loss and grief.
- provide support and report any change in a timely manner, according to your role and responsibilities, your organisational policies and procedures and the person’s personal plan.
- practice and implement self-care to preserve your own emotional and physical health.
Reflect on your practice and how you completed these tasks to support the person and their family/whānau with a palliative care approach. Provide a summary of your reflection below.

This observation must be completed by an observer who has observed your work over a period of time. They must be able to confirm that you complete the tasks to the standard required.

Ask your observer to complete the observation form to confirm that:

- the information you have provided is correct.
- you consistently apply practices relevant to your organisation, according to the standards listed and in a timely manner.
- you work within the boundaries of your role.
- you work with the interdisciplinary team.

Read the form so that you know what is being confirmed.
<table>
<thead>
<tr>
<th>Observation</th>
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<tbody>
<tr>
<td><strong>Note to observer:</strong></td>
</tr>
</tbody>
</table>
| **The trainee must do, or have done, the following tasks.**  
The observer/assessor may also use this column to record comments. |

<table>
<thead>
<tr>
<th>The trainee:</th>
</tr>
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</table>
| • built a partnership with the person and their family/whānau that considered their cultural and spiritual needs and maintained respect for their dignity.  
Observer to comment how the trainee did this: |

<table>
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<table>
<thead>
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</table>
| • supported the person and their family/whānau recognising the concept of total suffering.  
Observer to write down an example of support given: |

<table>
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| • worked with the interdisciplinary team and assisted a health professional(s) with assessing and managing the person’s pain and symptoms. Note: the trainee assists the health professional, which may be by observing and reporting changes; they do not assess the person’s condition.  
Observer to write down how the trainee did this: |

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• provided advocacy or support for self-advocacy for the person and their family/whānau.  
Observer to write down an example of advocacy or support:

• supported the person and their family/whānau dealing with loss and grief.  
Observer to write down what the trainee did:

• provided support and reported any change in a timely manner, according to their role and responsibilities, their organisational policies and procedures and the person’s personal plan.  
Observer to write down an example of changes reported:

• practiced and implemented self-care to preserve their own emotional and physical health.  
Observer to write down what the trainee did for self-care:
Observation comments from the observer or assessor

General comments:

If you are an observer, please give your details as the assessor may wish to contact you.

Observer’s name: | Designation: |
---|---|
Signature: | Date: |
Contact details (phone/email):

Task 2: Assessor’s feedback to trainee

When the assessor agrees that you have completed this task successfully, they will sign it off on the assessment summary page at the front of this assessment.
Task 3: Support a person during the last days of life

For this task, you need to show that you can support one person and their family/whānau in the last days of their life.

You need to be observed in your work with a person you support and their family/whānau.

The observer may be your supervisor, a member of the interdisciplinary team such as district nurse or registered nurse, a hospice person or a similar person who has seen you working over a period of time.

You must reflect upon your practice in supporting a person and their family/whānau with care in the last days of life.

You must:

- build a partnership with the person and their family/whānau that considers their cultural and spiritual needs and maintains respect for their dignity.
- apply the principles of caring for the person in their last days of life.
- support the person and their family/whānau dealing with loss and grief in the last days of life.
- provide support and report any change in a timely manner, according to your role and responsibilities, your organisational policies and procedures and the person’s personal plan.
- practice and implement self-care to preserve your own emotional and physical health.

Reflect on your practice and how you completed these tasks to support the person and their family/whānau with care in the last days of life. Provide a summary of your reflection below.
The observation must be completed by an observer who has observed your work over a period of time. They must be able to confirm that you complete the tasks to the standard required.

Ask your observer to complete the observation form to confirm that:

- the information you have provided is correct.
- you consistently apply practices relevant to your organisation, according to the standards listed and in a timely manner.
- you work within the boundaries of your role.

Read the form so that you know what is being confirmed.

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<tr>
<td>Observer to comment how the trainee did this:</td>
</tr>
<tr>
<td>• applied the principles of caring for the person in their last days of life in accordance with best practice.</td>
</tr>
<tr>
<td>Observer to comment how the trainee did this:</td>
</tr>
</tbody>
</table>
- supported the person and their family/whānau dealing with loss and grief in the last days of life. 
  Observer to write down what the trainee did:

- provided support and reported any change in a timely manner, according to their role and responsibilities, their organisational policies and procedures and the person’s personal plan. 
  Observer to write down an example of changes reported:

- practiced and implemented self-care to preserve their own emotional and physical health. 
  Observer to write down what the trainee did for self-care:

**Observation comments from the observer or assessor**

**General comments:**
If you are an observer, please give your details as the assessor may wish to contact you.

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**Task 3: Assessor’s feedback to trainee**

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