



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Enhancing Practice in Palliative Care for Children, Young People and Families				
Module Code	UZUY3M-20-M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field	Maternal and Child Health		
Department	Nursing and Midwifery				
Contributes towards	MSc Advanced Practice				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Standard
Pre-requisites	none		Co- requisites	none	
Excluded Combinations	none		Module Entry requirements	Registered Nurse or Midwife	
Valid From	September 2017		Valid to	September 2019	

<b>CAP Approval Date</b>	21 March 2017
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate in-depth knowledge and understanding of the principles and evidence that underpin children and young people's palliative care, and recognise the impact that a life-limiting condition has on the child/young person and their family. (Component A)</li> <li>2. Examine how children and young people's individual needs can be assessed, and their palliative care planned and delivered holistically and collaboratively across a range of settings. (Component A)</li> <li>3. Critically reflect on your understanding of effective, professional communication to the handling of sensitive and complex information with children, young people, their families and the multi-disciplinary team. (Component A)</li> <li>4. Critically analyse the role and the boundaries of practitioners in managing and alleviating symptoms, and meeting psychological, social, cultural and spiritual needs, to enhance and enrich the quality of life of a child with a life-limiting condition and their family. (Component A)</li> <li>5. Critically appraise the theoretical, legal and ethical frameworks within which care is provided and which underpin the experience of grief, loss and bereavement in relation to children, young people, families and practitioners involved. (Component A)</li> </ol>

Syllabus Outline	<p><b>Psychosocial support throughout the palliative care journey</b></p> <ul style="list-style-type: none"> <li>• Accompanying families through grief, loss and bereavement from diagnosis to death and beyond</li> <li>• Understanding spiritual and cultural aspects of children's palliative care.</li> <li>• Support and advice on practical, social and emotional issues faced by families and staff at each stage.</li> <li>• Ethical and legal frameworks in children's palliative care including, but not limited to, best interest decisions such as safeguarding, the withholding or withdrawal of treatment.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Handling sensitive and complex information with the child, siblings and other family members.</li> <li>• Communication when senses and abilities are impaired</li> <li>• Recognising and responding to emotional distress with empathy.</li> <li>• Facilitating significant discussions including diagnosis, parallel planning, advance care planning, organ and tissue donation, withholding or withdrawal of treatment and transition.</li> </ul> <p><b>Multidisciplinary holistic care</b></p> <ul style="list-style-type: none"> <li>• Referral pathways, criteria and access to services.</li> <li>• Providing collaborative and coordinated partnership working across a range of health, education, and social care settings, including NHS, social enterprise, private and voluntary sector organisations</li> <li>• The roles of members of the multidisciplinary team involved in assessing, planning, delivering and reviewing care across the life course and after death, including parallel planning, Team Around the Child meetings and the Child Death Overview Process.</li> <li>• Practice guidelines, policies and their role in informing palliative care delivery.</li> </ul> <p><b>Collaborative working to promote quality of life</b></p> <ul style="list-style-type: none"> <li>• Working with children, families, and the multi-disciplinary team to monitor and manage symptoms.</li> <li>• Approaches to assessing, promoting and enriching quality of life, including complementary and music therapies, sensory activities, play and education.</li> <li>• The nature of the therapeutic role of practitioners in a palliative context, promoting self-care and maintaining boundaries.</li> <li>• Working together to support transition to adult services.</li> </ul>
Contact Hours	A total of 48 hours in the form of face to face seminars over five days and online activities over three days.
Teaching and Learning Methods	<p>A variety of teaching methods will be used to facilitate learning in this Module including:</p> <ul style="list-style-type: none"> <li>• Seminars</li> <li>• Workshops</li> <li>• Presentations</li> <li>• Directed and independent learning</li> <li>• Case study discussion through action learning sets</li> </ul> <p>The approach for this module is based upon the model of adult education. Teaching strategies that value student's previous learning and placement</p>

experiences are applied throughout the module.

The module will be structured around facilitated seminars which will provide opportunities to share experience and consolidate learning.

Key Information Sets Information

Key Information Set - Module data				
Number of credits for this module				20
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
200	48	152		200



The table below indicates as a percentage the total assessment of the module which constitutes a -

**Practical exam:** Presentation

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	0%
Practical exam assessment percentage	100%
	100%

Reading Strategy

**Core reading**

The texts in **BOLD** type in the reading list indicate those which provide an essential grounding in the subject. Students are expected to read one of these in preparation for and whilst studying the Module. They are available through the UWE Library either as hard copy or electronic version (e-book).

**Further reading**

Other references in the reading list are suggested as they cover one or more aspects of the Module in more depth. These are also available through the Library. Students are encouraged to read widely around the subject, beyond the tests listed, using a variety of bibliographic and full text databases, and Internet resources via the UWE Library. Many resources can be accessed remotely through external access whilst off-campus.

**Access and skills support**

The development of literature searching skills is supported by a Library seminar provided for Level three student. Additional ad-hoc support is available through the Library Services web pages. This includes interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. Current advice on additional reading will be available via the module guide or Blackboard

pages.

Association for Paediatric Palliative Medicine (2015) *Master Formulary* [online]. 3<sup>rd</sup> ed. Available from: [http://www.togetherforshortlives.org.uk/assets/0000/9144/APPM\\_Master\\_Formulary\\_2015\\_protected.pdf](http://www.togetherforshortlives.org.uk/assets/0000/9144/APPM_Master_Formulary_2015_protected.pdf) [Accessed 13 September 2016].

Beringer, A.J. and Heckford, E.J. (2014) Was there a plan? End-of-life care for children with life-limiting conditions: a review of multi-service healthcare records. *Child: Care, Health and Development* [online]. 40 (2) pp176-183. [Accessed 13 September 2016].

**Brown, E. (2007) *Supporting the child and the family in paediatric palliative care* [online]. London: Jessica Kingsley. [Accessed 13 September 2016].**

Chambers, L. (2009) *A Guide to the Development of Children's Palliative Care Services*. Bristol: Association for Children's Palliative Care (ACT). Available from: [http://www.togetherforshortlives.org.uk/professionals/resources/2430\\_a\\_guide\\_to\\_the\\_development\\_of\\_childrens\\_palliative\\_care\\_services](http://www.togetherforshortlives.org.uk/professionals/resources/2430_a_guide_to_the_development_of_childrens_palliative_care_services) [Accessed 13 September 2016].

Cotter, J. (2014) *Lives Worth Living*. Crediton: Southgate Publishers.

Department of Health (2008) *Better Care, Better Lives: Improving the Outcomes for Children, Young People and their Families with Life-limiting and Life-threatening Conditions* [online]. London: Department of Health. Available from: [http://webarchive.nationalarchives.gov.uk/20130107105354/http://www.dh.gov.uk/prod\\_consum\\_dh/groups/dh\\_digitalassets/@dh/@en/documents/digitalasset/dh\\_083108.pdf](http://webarchive.nationalarchives.gov.uk/20130107105354/http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/documents/digitalasset/dh_083108.pdf) [Accessed 13 September 2016].

Department of Health (2016) *National Framework for Children and Young People's Continuing Care* [online]. London: Department of Health. Available from: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/499611/children\\_s\\_continuing\\_care\\_Fe\\_16.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/499611/children_s_continuing_care_Fe_16.pdf) [Accessed 13 September 2016].

Fraser, J., Harris, N., Beringer, A.J., Prescott, H. and Finlay, F. (2010) Advanced care planning in children with life-limiting conditions – the Wishes Document. *Archives of Disease in Childhood* [online]. 95 (2), pp. 79-82. [Accessed 13 September 2016].

**Grinyer, A. (2011) *Palliative and End of Life Care for Children and Young People: Home, Hospice and Hospital* [online]. Hoboken, N.J.: Wiley. [Accessed 13 September 2016].**

**Goldman, A., Hain, R. and Liben, S. (2012) *Oxford Textbook of Palliative Care for Children*. 2<sup>nd</sup> ed. Oxford: Oxford University Press.**

Harris, N., Beringer, A. and Fletcher, M. (2016) Families' priorities in life-limiting illness: improving quality with online empowerment. *Archives of Disease in Childhood* [online]. 101 (3), pp. 247-252. [Accessed 13 September 2016].

National Institute for Health and Care Excellence (2016) End of life care for infants, children and young people with life-limiting conditions: planning and management (NG61) [online] Available from nice.org.uk/guidance/ng61 [Accessed 9th February 2017]

Price, J. and McNeilly, P. (2009) *Palliative care for children and families: an interdisciplinary approach*. Basingstoke: Palgrave Macmillan.

**Royal College of Nursing (2012) RCN Competencies: *Palliative care for children and young people* [online]. London. RCN publishing. Available from: <https://www.rcn.org.uk/professional-development/publications/pub-004328> [Accessed 16 September 2016].**

	<p>Teare, J. (2008) <i>Caring for Children with Complex Needs in the Community</i> [online]. London: Blackwell. [Accessed 13 September 2016].</p> <p>Widdas, D., McNamara, K. and Edwards, F. (2013) <i>A Core Care Pathway for Children with Life-limiting and Life-threatening Conditions</i> [online]. 3<sup>rd</sup> ed. Bristol: Together for Short Lives. Available from:  <a href="http://www.togetherforshortlives.org.uk/assets/0000/4121/TfSL_A_Core_Care_Pathway_ONLINE.pdf">http://www.togetherforshortlives.org.uk/assets/0000/4121/TfSL_A_Core_Care_Pathway_ONLINE.pdf</a> [Accessed 13 September 2016].</p>
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<b>Part 3: Assessment</b>	
<b>Assessment Strategy</b>	<p>The assessment strategy will test the student’s ability to critically analyse their practice in palliative care and develop critical thinking and application of these principles in working with children, young people and families in a range of settings.</p> <p><b>Formative assessment:</b> Group work that demonstrates understanding of children’s palliative care, including reflective practice, self-assessment and giving feedback.</p> <p><b>Summative assessment:</b> Component A – Presentation of a poster (15 mins) which applies core concepts of children’s palliative care to a real (anonymised) or fictitious case of a child or young person with a life-limiting condition, supported by reference to the evidence base.</p> <p>Oral defence of the poster following the presentation (15 mins).</p>

Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	100%	
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
Poster presentation and oral defence ( maximum 30 minutes)	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
Poster presentation and oral defence ( maximum 30 minutes)	100	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		

**FOR OFFICE USE ONLY**

First CAP Approval Date	21 March 2017			
Revision CAP Approval Date		Version	1	<a href="#">Link to RIA 12108</a>