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EXECUTIVE SUMMARY

This report provides the evaluation from the perspective of students on the three modules of the first modular programme in children’s palliative care (2011-2012) at the School of Nursing and Midwifery, Trinity College Dublin funded by the Irish Hospice Foundation.

Background to Children’s Palliative Care Project

Children’s palliative care has increasingly been recognized as a distinct specialty and area of practice (Department of Health & Children 2001, 2010, Department of Health & Children and Irish Hospice Foundation 2005). In Ireland, education for healthcare professionals in children’s palliative care has been limited (Department of Health & Children and Irish Hospice Foundation 2005). This innovative project responds to national and international policies that indicate the need to develop and implement children’s palliative care interdisciplinary education. The modules are the first children’s inter-professional palliative care modules in Ireland and were delivered in the academic year 2011/2012.

Aim of this Report

The aim of this report is to provide the evaluation of three modules in children’s palliative care from the perspective of the students.

Methodology

The modular evaluation employed a modified CAPSL evaluation tool. Data was collected by anonymous questionnaires from students for each module.

Findings

Overall the students evaluated all three modules positively. Generally, students valued the interdisciplinary aspect of the modules and rated very highly the lecturers with expertise in children’s palliative care. However, they found that the overall delivery of the modules was very intensive which allowed little accommodation for class interaction, peer learning or time to assimilate theory into practice.

Recommendations

Students recommended that all lecturers in the future have specialist knowledge in children’s palliative care. They clearly recommended that in order for them to assimilate the knowledge that the module be delivered on every alternative week as opposed to every week.
Introduction
This report provides the evaluation from the perspective of students on the three modules of the first modular programme in children’s palliative care (2011-2012) at the School of Nursing and Midwifery, Trinity College Dublin funded by the Irish Hospice Foundation.

Background
Palliative care for children is complex due to the child’s diverse developmental, psychosocial, spiritual and physiological needs. The involvement of parents as care-givers and decision-makers further increases the complexity of care (Price & McNeilly 2006). Children’s palliative care has increasingly been recognized as a distinct specialty and area of practice (Department of Health & Children 2001, 2010, Department of Health & Children and Irish Hospice Foundation 2005), requiring appropriately educated and competent staff (Department of Health & Children 2009). In Ireland, education for healthcare professionals in children’s palliative care has been limited (Department of Health & Children and Irish Hospice Foundation 2005). Although several institutions deliver post-graduate education programmes in palliative nursing, these programmes are adult-focussed and do not take account of the specific palliative needs of children and adolescents with life-limiting conditions. Given healthcare professionals’ education needs and the need to foster and develop a team approach to meet the complex palliative needs of children and their families, a team within the School of Nursing and Midwifery, Trinity College Dublin (www.nursing_midwifery@tcd.ie), under the leadership of Dr. Honor Nicholl, developed three Level 9, standalone, interdisciplinary modules in children’s palliative care. These modules were facilitated from September 2011 to February 2012.

Programme Development
In developing the curriculum, national and international educationalists, key service providers and users were identified and consulted. The programme was designed and planned to maximise the integration of theory and practice and to provide an interdisciplinary programme at Level 9.

Modules
The programme was organised and offered as three standalone modules, where students could undertake one, two or three modules in the academic year 2011/2012.

- NU7206 Philosophy, principles and practice of children’s palliative care.
- NU7207 Pain and symptom management in children’s palliative care.
- NU7208 Psychosocial and spiritual issues in children’s palliative care.

Modules were exclusively theoretical in composition, comprised of 30 direct contact hours and were delivered one day per week for five weeks. However, for the duration of each module, students were required to be employed in an area where the principles of palliative care were practiced when caring for children with life-limiting illness and their families. In addition to class contact hours, four optional hours were offered for academic writing and pastoral support in each module.
Module hours are as follows:

| Direct Contact: Class and online | 30 hours |
| Assessment Student Effort | 30 hours |
| Self-Directed Learning | 140 hours |
| **Total Hours** | **200 hours** |

Participants

**Entry Requirements**

Application to attend the modules was open to all healthcare professionals who work in an area where specialist children’s palliative care or the palliative approach to care is practiced.

**Entry requirements for nurses:**

- Active registration on the live register as maintained by An Bord Altranais in one or more of the following divisions: General Division; Registered Nurse in Intellectual Disability or Registered Children’s Nurse.
- Hold an upper second class (2:1) honours degree in nursing; or
- otherwise satisfy the course committee that they have the ability to complete and benefit from the programme.
- and work in an area where specialist children’s palliative care or the palliative approach to care is practiced.

<table>
<thead>
<tr>
<th>Table 1. Student Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 7206:</strong> Philosophy, principles and practice in children’s palliative care</td>
</tr>
<tr>
<td>Nurses</td>
</tr>
<tr>
<td>Social Workers</td>
</tr>
<tr>
<td>Chaplains</td>
</tr>
<tr>
<td>Physiotherapist</td>
</tr>
<tr>
<td><strong>Total Participants</strong></td>
</tr>
</tbody>
</table>

**Attendance**

To ensure the educational integrity of the educational programme, 100% attendance at each module was required. This was made clear to students at the beginning of each module by the Course Co-ordinator. All attendances were monitored and recorded. Students were required to sign in on a daily basis. When students missed a session they were required to present a Learning Contract which was assessed by the Course Co-ordinator. All absences were examined individually by the Course Co-ordinator and course director.
Lecturers
Together with specialist lecturers from the School of Nursing and Midwifery, module content was delivered by key stakeholders, interdisciplinary experts and practitioners in children’s palliative care including specialists from nursing, medicine, social work, physiotherapy, psychology, play, art therapy, chaplaincy, speech and language therapy, family and childcare as well as experts in ethics and law.

Module Outcomes
On completion of each module and to be eligible for the award of ECTS, students underwent a theoretical assessment of that module. This required the completion of a 3,000 word assignment on a topic relevant to the module and applied to the student’s clinical area. The purpose was to facilitate the student to relate the theoretical elements of the programme to their clinical practice in palliative care and to demonstrate reflective practice and critical thinking skills in children’s palliative care that related to the learning outcomes of the module.

Written assignments were subjected to internal verification. In addition, a selection of all assignments was scrutinized by the external examiner. Marking criteria for written assignments were used. These were given to students at the beginning of the module as part of their course documentation.

Quality Assurance
The School of Nursing and Midwifery is subject to all quality assurance mechanisms that apply to all universities. These include:
- Appointment of External Examiner
- Module evaluation by students, lecturers, key stakeholders and course management team
- As part of the formative process of evaluation the course co-ordinator met with students frequently to discuss module issues
- An End of Programme Review is currently been undertaken to critically appraise each module and its strengths, limitations, achievements, problems and areas with an action plan. This will inform future course modules.
- Quality and Departmental Review of programme
- Submission of an Annual Report to An Bord Altranais.
- Submission of report to the Irish Hospice Foundation

Modular Evaluations
Methodology
The modular evaluation employed a modified University of Dublin/Trinity College CAPSL evaluation tool. Data was collected by anonymous questionnaires from students on each module in relation to the management of the module and the teaching delivered. Additional qualitative data was gathered in relation to how well students were facilitated to achieve their learning objectives, what students liked about their learning experience, what they would like to see changed and whether students would recommend the module to colleagues.

Findings
In this section, findings of each of the three module evaluations are presented.
Module NU 7206
There were 9 students registered on this module. A total of 9 surveys were issued and returned; this represents a 100% response rate.

Management (Module NU7206) - Philosophy, Principles and Practices of Children's Palliative Care.

Q3: The various parts of this module (lectures, teaching sessions) were linked:

Q1: The objectives of this module have been communicated to me:

Management (Module NU7206) - Philosophy, Principles and Practices of Children's Palliative Care.

Q4: Compared with other modules I have studied the workload was:

Management (Module NU7206) - Philosophy, Principles and Practices of Children's Palliative Care.

Q8: It was clear to me what I needed to learn on this module:

Q2: Information about assessment requirements given to me was:
Q11: The quantity of material presented by the lecturers has been:

Far too little
Too little
Neutral
Too much
Far too much

Number of responses in each category (n=9)

Q16: The lecturers were accessible on matters related to the module has been:

Very poor
Poor
Neutral
Good
Excellent

Number of responses in each category (n=9)

Q17: Overall I would rate my level of satisfaction with the lecturing as:

Very low
Low
Neutral
High
Very High

Number of responses in each category (n=9)
Delivey of Teaching: other than Lecturing (Module NU7206)
Philosophy, Principles and Practices of Children's Palliative Care.

- Q18: The facilitator explained the purpose of the session:

- Q19: The facilitator organised the session time:

- Q20: The facilitator encouraged me to contribute:

- Q21: The facilitator has been helpful in response to my questions:

- Q22: The facilitator stimulated me to think critically about the subject:

- Q23: The sessions provided good support for the lectures:
At the start of this module you completed a form – “What do you wish to achieve from this module?” Did the module or did it not help you to achieve your objectives?

R61
- Understanding CPC principals etc – well achieved
- Time to examine the challenge in my work setting – little/no time to look at this issue

R62
To some degree: I was hoping to have a template in hand to use in my area – to look at palliative care for children & to start a discussion & put some structure together for delivery of service to children and families. Would love a pack: Would have loved more input on practice

R63
Yes

R64
The module helped me in a lot of ways such as knowing the principles of children’s palliative care. The difficult practices of CPC internationally & nationally. The different challenges in children’s palliative care.

R65
It was very helpful. It helped me to have more interest in CPC. – More confident.

R66
It helped a lot. I am delighted to have been given this opportunity to further my education, share ideas and learn from others. Everybody I met were friendly and supportive.

R67
Yes definitely I now have a much greater understanding of paediatric palliative care and how it is developing.

R68
Yes I feel the module helped me achieve my objectives and a lot more. Looking forward to implementing some of my new knowledge in the clinical setting.

R69
Yes, it allowed me an understanding from the policy discussion makers – to my discipline of knowledge (1) the need for PCC funding, research, education; to be recognised as unique and separate from the adult services.

Any additional comments relating to your learning experience on this module, for example what did you like, what you would change and or what would you build upon.

R61
Difficult to rate all lectures as a whole. Some were of an excellent quality, well prepared etc & some did not achieve this level. Excellent up to date reading material. Very dense course. Little time to reflect & learn from others on the course. Excellent level of lecturers with lots of experience; their interest & commitment to CPC very evident.

R62
More time to 1) discuss topics 2) to have group discussion 3) to read all the articles & lecture notes content very relevant – but at a rate too fast to assimilate for me. 4) lecturers excellent 5) every second week would help.

R63
Still not registered on last day of module. Late registration I feel has hindered assignment due to lack of access to full articles that I would have had earlier if I had been registered earlier. Also photocopying care and article folder would have been more beneficial at the beginning of the module.
R64
I really liked & learned a lot regarding ethical issues, some legal issues & practices in different settings in children’s palliative care. I would have liked if some difficult areas of children’s palliative care like our national policies, ethical issues, legal issues could have 2-3 hours of lecture so there will be more discussion about it.

R65
I liked that it is not a classroom study module
Its part time may be a week break b/w the modules

R66
Overall excellent. Personally the full day was both tight to keep to the timetable & there wasn’t much time between the lectures. A lot of material to read in own time.

R67
I liked the enthusiasm of the lecturers and the different vantage points I have gained from fellow students. I know because of those travelling the course has to be structured as it is but the days in Dublin are extremely full. Too full!

R68
Really enjoyed being back in education after a very long period of time. Found the wide variety of speakers very interesting, stimulating and motivating. Particularly enjoyed the legal aspects.

R69
Like the course content, initially found it tough going; but adapted.

Would you recommend this module to a colleague?

R61
Yes. But I would warn them that it is really nursing oriented & demands a lot of work when you are also working full time.

R62
Yes

R63
Yes

R64
Definitely I would recommend this module as I have learned a lot from the lecturers.

R65
Yes.

R66
Definitely! A huge thank you to everyone involved in preparing this module. Well done & continued success!

R67
Definitely

R68
Yes, would be very beneficial to own area of practice, to have more staff educated to the children’s palliative care principles.

R69
Definitely
Module NU 7207

There were 10 students registered on this module. On the last day of the module there were 9 students present and one student absent. A total of 9 surveys were issued and returned, this represents a 100% response rate.
Management (Module NU7207) - Pain and Symptom management in Children’s Palliative Care.

Q7: I found the recommended reading for this module:

- Very Helpful: 0
- Helpful: 1
- Neutral: 4
- Unhelpful: 3
- Very unhelpful: 2

Absentee: 1

Number of responses in each category (n=10)

Management (Module 7207) - Pain and Symptom Management in Children’s Palliative Care.

Q6: Organisation of this module was:

- Very good: 1
- Good: 3
- Neutral: 2
- Poor: 2
- Very Poor: 2

Absentee: 1

Number of responses for each category (N=10)

Management (Module 7207) - Pain and Symptoms Management of Children's Palliative Care.

Q9: Overall I found this module:

- Excellent: 0
- Good: 2
- Neutral: 3
- Poor: 1
- Very poor: 3
- Very poor: 1

Absentee: 1

Number of responses in each category (n=10)
Delivery of Teaching: Lecturing (Module NU7207) - Pain and Symptom Management in Children's Palliative Care.

Q10: The material presented by the lecturers has usually been:

- Absentee
- Very uninteresting
- Uninteresting
- Neutral
- Interesting
- Very Interesting

Number of responses for each category (n=10)

Q16: The lecturers were accessible on matters related to the module has been:

- Absentee
- Very poor
- Poor
- Neutral
- Good
- Excellent

Number of responses in each category (n=10)

Q15: The lecturers stimulated me to think critically about the subject

Q14: The lecturers were enthusiastic about the subject matter of the module

Q13: The Lecturers communicated clearly and effectively

Q12: The lecturers were well prepared for class:
Delivery of Teaching: Lecturing (Module NU7207) - Pain and Symptom Management in Children’s Palliative Care.

Q11: The quantity of material presented by the lecturers has been:

Number of responses in each category (n=10)

Delivery of Teaching: Lecturing (Module NU7207) - Pain and Symptom Management in Children’s Palliative Care.

Q17: Overall I would rate my level of satisfaction with the lecturing as:

Number of responses in each category (n=10)

Delivery of Teaching: Other than Lecturing (Module NU7207) Pain and Symptom Management in Children’s Palliative Care.

Q23: The sessions provided good support for the lectures:

Number of responses in each category (n=10)

Q22: The facilitator stimulated me to think critically about the subject
Q21: The facilitator has been helpful in response to my questions
Q20: The facilitator encouraged me to contribute

17
Q24: Overall I would rank my level of satisfaction with the session as:

- Unanswered
- Very low
- Low
- Neutral
- High
- Very high

Number of responses in each category (n=10)

Q19: The facilitator organised the session time:

- Unanswered
- Very poorly
- Poorly
- Neutral
- Well
- Very well

Number of responses in each category (n=10)

Q18: The facilitator explained the purpose of the session:

- Unanswered
- Very unclear
- Unclear
- Neutral
- Clearly
- Very clearly

Number of responses in each category (n=10)
At the start of this module you completed a form – “What do you wish to achieve from this module?” Did the module or did it not help you to achieve your objectives?

| R71    | Yes. Very much so. |
| R72    | Some I feel that I will be able to take back to my working environment but if I do not use them on a daily basis I have the knowledge and know how to access this information. |
| R73    | Yes, but some of the sessions not long enough e.g. X, and some sessions too long e.g. X who although excellent, time could have been given to other speakers. |
| R74    | Yes, the module definitely helped me to broaden my knowledge & writing assignment guided me to research which will change my practice. |
| R75    | The module met my learning effectively. Gave a good overview of a large range of symptoms. |
| R76    | All of my objectives were met. |
| R77    | Yes, it did help me a lot. I have learned a lot about management of pain & other symptoms in children with palliative care needs. |
| R78    | Yes. Overall I guess |
| R79    | Yes I have a much better understanding of assessment of symptoms and tools used. I also have gained significant knowledge in non-pharmacological management which is really helpful. |
| R710   | Absent |

Any additional comments relating to your learning experience on this module, for example what did you like, what you would change and or what would you build upon.

| R71    | I found that the “priority” lectures with regard to symptom management were usually too short i.e. W, X, Y, Z. There were also unnecessary lectures I felt – psychological assessment, sleep disturbance genetics was too long, physio – too long. |
| R72    | I found that some of the members of the MDT ie physio, psychology, genetics were offering very basic skills /knowledge that I didn’t feel will develop the care given to children. I I felt too long was allocated for some of these lectures and not enough time for very beneficial lectures X and Y’s excellent lectures too short. |
| R73    | Also problem with registration unhelpful and extension to assignment greatly appreciated. |
| R74    | I found the quality of the lectures very varied. Some were really excellent, particularly those given by the medical consultants & the pharmacist & their lecture time was too short. We had |
long sessions from lecturers who appeared to have little experience in the area & didn’t understand their target audience. Lectures on respiratory issues were generic & inappropriate. Lectures need to have expertise in paediatric palliative care.

R75
Overall, felt the module/lecturers covered the topics really well. Feel that X/ Y should be allocated considerably more time.

R76
I would suggest the 5 weeks for module is short.

R77
I think some topics should have had 2 hours session instead of only 1 hr.
I think there should be a lee way between each module to be able to do self-study, read more about each module – to be able to the assignment really well.
It would be nice as well to have a copy & references from the presentations done by the students.

R78
This module whilst overall v. Interesting, I have to emphasise the calibre of speakers didn’t match those in module 1....some speakers were allocated insufficient time, whilst others, far more important speakers didn’t get enough of time this needs to be reviewed.
Recognition of assignment
A lot of time & effort ...reading...research...gathering the info and finally in on time I feel v. Strongly as do the other students, this should be recognised by some form of transfer of points to other courses at Trinity.
Absent from class
100% attendance isn’t always possible, despite good intention, sometimes it is not always possible, having to prepare extra work on top of what we already have to prepare is difficult to achieve, another area to be reviewed.
Registration
We have had a lot of difficulties in this area I think enough has been said, so I will leave it at that
Library access & passwords
Again difficulties have been experienced in this area
Finally
The past few weeks have gone v. quickly whilst there were a lot of issues that I have spoken about, personally I am delighted with what I have learned. Thank you.

R79
I would like more symptom management lectures perhaps more specialist lecturers and more input from X & Y.

R710
Absent.

Would you recommend this module to a colleague?
R71
Absolutely. I really enjoyed this module. Thank you.

R72
Yes.

R73
Yes.
<table>
<thead>
<tr>
<th>R74</th>
<th>Yes. Thank you very much.</th>
</tr>
</thead>
<tbody>
<tr>
<td>R75</td>
<td>Yes. Would be very relevant.</td>
</tr>
<tr>
<td>R76</td>
<td>Yes.</td>
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<tr>
<td>R77</td>
<td>Yes. It would increase your knowledge about children’s palliative care – pain and symptom management.</td>
</tr>
<tr>
<td>R78</td>
<td>I would have my doubts....sorry!</td>
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<tr>
<td>R79</td>
<td>Yes.</td>
</tr>
<tr>
<td>R710</td>
<td>Absent.</td>
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</tbody>
</table>
Module NU 7208
There were 12 students registered on this module. A total of 12 surveys were issued and returned this represents a 100% response rate.

Management (NU7208) - Psychosocial and Spiritual Care in Children’s Palliative Care.

Number of responses in each category (n=12)

Q3: The various parts of this module (lectures, teaching sessions) were linked:

Q1: The objectives of this module have been communicated to me:

Management (Module NU7208) - Psychosocial and Spiritual Care in Children’s Palliative Care

Number of responses in each category (n=12)

Q5: Of the material I have covered in this module I have understood:
Q4: Compared with other modules I have studied the workload was:

Q7: I found the recommended reading for this module:

Q8: It was clear to me what I needed to learn on this module:

Q2: Information about assessment requirements given to me was:
Management (NU7208) - Psychosocial and Spiritual Care in Children’s Palliative Care.

Q6: Organisation of this module was:

Number of responses in each category (n=12)

Management (Module NU7208) - Psychosocial and Spiritual Care in Children’s Palliative Care.

Q9: Overall I found this module:

Number of responses in each category (n=12)

Delivery of Teaching: Lecturing (Module NU7208) - Psychosocial and Spiritual Care in Children's Palliative Care.

Q12: The lecturers were well prepared for class:

Q13: The Lecturers communicated clearly and effectively

Q14: The lecturers were enthusiastic about the subject matter of the module

Q15: The lecturers stimulated me to think critically about the subject

Number of responses in each category (n=12)
Delivery of Teaching: Lecturing (Module NU7208) Psychosocial and Spiritual Care in Children’s Palliative Care

Q17: Overall I would rate my level of satisfaction with the lecturing as:

- Very low
- Low
- Neutral
- High
- Very High

Number of responses in each category (n=12)

Delivery of Teaching: other than lectures (module NU7208) - Psychosocial and Spiritual Care in Children’s Palliative Care.

Q23 The sessions provided good support for the lectures:

- Never
- Rarely
- Neutral
- Regularly
- Always

Number of responses in each category (n=12)

Delivery of Teaching: other than Lecturers (Module NU7208) - Psychosocial and Spiritual Care in Children’s Palliative Care

Q19: The facilitator organised the session time

- Very poorly
- Poorly
- Neutral
- Well
- Very well

Number of responses in each category (n=12)
At the start of this module you completed a form – “What do you wish to achieve from this module?”
Did the module or did it not help you to achieve your objectives?

<table>
<thead>
<tr>
<th>Response</th>
<th>R81</th>
<th>R82</th>
<th>R83</th>
<th>R84</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Not particularly</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Would like to have also focused on impact of this work on professionals</td>
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<tr>
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<td>Q24 Overall I would rank my level of satisfaction with the session as:</td>
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<td>R85</td>
<td>Yes, I feel I achieved my objectives and gained a better overall view of the topic.</td>
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<td>R86</td>
<td>To have an understanding of spirituality especially from the nursing perspective.</td>
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<tr>
<td>R87</td>
<td>It did help me a lot regards to communication skills and knowing some of the issues in bereavement &amp; grief &amp; other professional issues in children’s palliative care.</td>
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<td>R88</td>
<td>Yes.</td>
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<tr>
<td>R89</td>
<td>Yes. This module clearly outlined the role of alternative therapies (play, art etc)</td>
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<tr>
<td>R810</td>
<td>Yes, I believe I achieved the objectives that I set out for myself at the beginning of the module. It has enthused me to begin again to research/read this field of study.</td>
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<tr>
<td>R811</td>
<td>Yes, I feel the course has been a good experience for me. I learned a good deal both from classes and peers.</td>
<td></td>
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<tr>
<td>R812</td>
<td>Some probably less than 50% of the lecture content was helpful in looking at best practice in the area of psychosocial care. No time allocated to ...reflect on own practice or on practices of other students. It seemed a shame to miss the opportunity of using the experience/expertise in the room.</td>
<td></td>
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</table>

**Any additional comments relating to your learning experience on this module, for example what did you like, what you would change and or what would you build upon.**

| R81   | Weekly themes/abit “Piecemeal” First Friday pm did not focus on child/case study discussion.  
|       | Galway project not relevant to my work  
|       | Would have liked more social input and chaplaincy input in Irish context  
|       | Only completed module 3, felt “catapulted in” and would have been relevant to have had opportunity of module 1 |
| R82   | I think that the lecturers should be made aware that students on these modules are very experienced in their particular areas of practice. Also it would have been beneficial to have some open sessions where we could have learned from each other. X workshop very good. But needed to be more paediatric focus. X lecture not enough focus on paediatric. X’s lectures on paediatric focussed and Y lecture on sadness and depression should have been longer as large interesting subject for one hour. Play therapists, art therapists and undertaker all very interesting, as was “Helping Hands” lecture. While I understand that PPC is a small specialty at the moment, all lectures should have a paediatric focus as much as possible. Thank You. |
| R83   | Some lectures were very good and included interactive sessions and some were non-interactive and not well communicated. I would build upon the interactive sessions generally run by the experienced professionals working in the relevant areas. They were most interesting and what I learned most from. The art therapy sessions, X’s sessions, Y & Z all very valuable. |
| R84 | Would have more training education on bereavement & direct work with children. In this module I would have liked more info on practical issues – play therapy, art therapy and X very useful from practical view – more ideas & useful resources regarding these would be great. Would have liked more infor on end of life frameworks that we could use in the work place – recognised – end of life planning for example and discussion re same Really enjoyed X lecture also. |
| R85 | Particularly enjoyed X and Y lectures, very relevant, practical and applicable to work practices. Enjoyed the play therapy session also, very thought provoking. Whilst X lecture gave an overview on spirituality did not feel it was particularly relevant to paediatric setting. |
| R86 | Found this module was not as interesting as the previous modules.  
- Also found that most material delivered was from a gerontology aspect.  
- Difficult to link to paeds.  
- X lecture was interesting but felt he wasn’t open to other opinions/views. |
| R87 | X, his lecture was brilliant and helped me understand what is spirituality. |
| R88 |  
- Information was below our current level.  
- Workshop would be useful....ie play therapist and art therapist.  
- X was terrific  
- Y excellent  
- Z very professional and supportive |
| R89 |  
- This module was very interesting and emotional at the same time  
- Contents covered was good and up to date with practice  
- X’s workshop was helpful and very good  
- Very interesting to know more about children’s reaction to grief and loss. |
| R810 |  
1. I found the librarian tutor a little sharp at times when teaching us how to access TCD website and related programmes  
2. X presentation was very refreshing and interesting and I learned quite a lot from his talk. Very clear.  
3. I found the Helping Hands talk interesting but not relevant to our work  
4. Perhaps the input from a Chaplain might be considered for this module  
5. The module encouraged me to research – read more into paediatric palliative care. I felt 1st week of lectures did necessarily focus on children. |
| R811 |  
- Found Helping Hands informative  
- X input was helpful with his team & integrated approach  
- Found the art therapy helpful  
- Most of the input, lectures etc have been good. |
The module appeared to lack an overall focus. The lecture content too diverse. I experienced this module as lacking in flow or logic and one day’s learning did not build on the previous day.

Some excellent content (X, Y, art therapy) but others seemed disjointed and as “fillers”

Again the structure of 9-5, 5 Fridays in a row is a killer of a schedule when you are trying to work!

No time for critical reflection

---

Would you recommend this module to a colleague?

R81
Yes.

R82
It would depend on their prior experience and knowledge in the area

R83
Yes.

R84
Yes. Thank you too.

R85
Not Answered.

R86
The first 2 modules definitely.

R87
Yes.

R88
Yes.

R89
Yes.

R810
I would certainly recommend my colleagues to do this module if it was run again.

R811
Yes. Thank you all.

R812
Not unless they were very inexperienced in the psychosocial area of practice.

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5.0 CONCLUSION

Grant aided by the Irish Hospice Foundation, the modules developed facilitated healthcare professionals in their provision of excellent and best-practice palliative and end-of-life care for children with life-limiting illnesses and their families through education.

While a total of fifteen healthcare professionals (nurses, social workers (3), chaplains (2) and physiotherapist (1) attended at least one of the three modules offered, seven nurses attended all three modules.
Overall the students evaluated all three modules positively. Generally, students valued the interdisciplinary aspect of the modules and rated very highly the lecturers with expertise in children’s palliative care. However, they found that the overall delivery of the modules was very intensive and found this gave little accommodation to class interaction, peer learning and time to assimilate theory into practice. Conclusions of findings specific to each module are as follows:

**Module NU7206**
In this module the students rated the module as excellent and specifically evaluated it highly in relation to the organization, objectives, and information about assessment, learning outcomes, and the recommended reading. The standard of lecturing was rated very highly with lecturers being evaluated as enthusiastic, well prepared, accessible, communicating well and stimulating critical thought.

**Module NU7207**
In this module students reported that the purpose of the sessions were clearly explained. The information about the assessment and the learning outcomes were rated highly. The lecturers were rated as enthusiastic and they encouraged class participation and critical thinking. Students rated very highly the content delivered by practitioners in Children’s palliative care.

**Module NU7208**
Students reported as very good the information regarding assessments and the recommended reading. Lecturers were evaluated as enthusiastic and the facilitation was reported as helpful. However the students reported that some of the lecturers’ specialist knowledge was not specific to children’s palliative care and while the lecturers were positively evaluated the student wanted the material to be applied specifically to children’s palliative care.

**Recommendations**
Students recommended that all lecturers in the future have specialist knowledge in children’s palliative care. They clearly recommended that in order for them to assimilate the knowledge that the module be delivered less intensively than the weekly delivery, perhaps on every alternative week. Students suggested that the start of each new module should occur following the assignment submission date of the previous module.
APPENDIX 1

MODULE DESCRIPTORS

NU7206: Philosophy, principles and practice of children’s palliative care

<table>
<thead>
<tr>
<th>Module Coordinator</th>
<th>Dr. Jayne Price / Dr. Catherine Tracey</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECTS</td>
<td>10</td>
</tr>
<tr>
<td>Teaching Staff</td>
<td>Dr. Jayne Price, Dr. Catherine Tracey, Dr. Honor Nicholl, Ms. Catriona NicPhilbin, Dr. Jayne Price, Dr. Catherine Tracey</td>
</tr>
</tbody>
</table>

Rationale
Delivering optimal children’s palliative care services requires a critical appraisal of the philosophy of palliative care, together with an analysis of current healthcare policies and issues which impact on service delivery. Using a reflective model, this module is designed to enhance participants understanding and knowledge of the philosophy, principles, policies and key issues involved in the development, management and delivery of inter-disciplinary children’s palliative care services.

Aim
The aim of this module is to:

- Enable participants to develop the knowledge, attitudes and skills necessary to make an effective contribution to the attainment of excellence in the development and delivery of children’s palliative care services
- Promote clinical leadership and teamwork at local, national and international level.
- Enable participants to develop knowledge, analytical and decision-making skills necessary to provide care that is legally and ethically sound.

Expected Outcomes
_Having completed this module, participants should be able to:_

- Explore and critically analyse the philosophy, principles and approaches that inform best practice in children’s palliative care.
- Critically examine the needs of children with life-limiting conditions for palliative care services and their families.
- Critically analyse the concepts of quality of life and meaning of health, illness and death for children across the life span.
- Critically analyse children’s palliative care services with due regard to current healthcare policies and developments including factors which hinder and facilitate the development of optimal children’s palliative care services.
- Critically appraise children’s palliative care services, including the use of and reasons for delays or non-referrals to services, developing strategies for the development of these services.
• Critically appraise the concepts of organisation, leadership, change and advocacy in the provision of children's palliative care.
• Critically examine and value the roles, contributions and impact of organisations and inter-disciplinary team members, including family members in the context of service provision, team working and management.
• Critically explore and reflect on personal meanings of death and the impact of a child’s death on carers, including the therapeutic use of self.
• Critically reflect on ways in which personal attitudes, beliefs, needs and anxieties may impact the care provided and value the need to adopt personal and team support strategies.
• Evaluate strategies for effective inter-disciplinary team working and service provision based on the theories of management and leadership.
• Critically appraise and apply the principles of legal and ethical frameworks with particular reference to children’s palliative care practice.
• Critically reflect upon personal values and explore ways in which these may come into conflict with professional responsibilities.
• Critically analyse and explore ethical and legal decisional challenges for families and the inter-disciplinary team in caring for children with life limiting conditions.

Indicative content:

**Children’s palliative care:** Philosophy; International and national policies which guide children’s palliative care; service development, provision and care models; Children’s palliative care needs and challenges; Cultural and ethnic diversities and challenges in children’s palliative care

**The child in palliative care:** Child development; Meaning of health, illness and death across the life span

**Inter-disciplinary team work:** Systems theory; Leadership, management and theories of change; Inter-disciplinary team functioning and working; Impact on self and team of caring for children with life-limiting conditions / Self care / Clinical supervision.

**Ethical Issues:** Principles of ethical decision-making; Ethical dilemmas in children’s palliative care; Human rights, law and professional practice; Legal issues in children's palliative care

**Teaching/Learning Activities:** Lecture/discussion, student–led seminars and student presentations. In addition, participants own personal and professional experiences will be integrated with the emphasis on discovery through dialogue and reflection.

**Methods of Assessment**

<table>
<thead>
<tr>
<th></th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Practice based written assignment (3000 words)</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Contact Hours

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Contact: Class and online</td>
<td>30 hours</td>
</tr>
<tr>
<td>Assessment Student Effort</td>
<td>30 hours</td>
</tr>
<tr>
<td>Specified Activities</td>
<td>0</td>
</tr>
<tr>
<td>Self-Directed Learning</td>
<td>140 hours</td>
</tr>
<tr>
<td>Direct Contact: Supervision</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>200 hours</strong></td>
</tr>
</tbody>
</table>
NU7207: Pain and symptom management in children’s palliative care

Module Coordinator          Dr. Catherine Tracey / Dr. Jayne Price
ECTS                        10

Teaching Staff              Dr. Catherine Tracey, Dr. Jayne Price, Dr. Honor Nicholl, Ms Anne-Marie Corroon.

Rationale
The management of pain and other distressing symptoms is integral to children’s palliative care philosophy. Optimal pain and symptom management in children of all ages requires a thorough understanding of assessment techniques and pharmacological and non-pharmacological management strategies. This module will focus on pain and distressing symptoms as a multi-dimensional phenomenon, and will include the application of the theories, principles and practices of pain and symptom assessment, management and care appropriate to children with life-limiting conditions across the life span.

Aim
The aim of this module is to enhance participants understanding and knowledge of the philosophy, principles, theories and practices of pain and symptom management in caring for children with life-limiting conditions within the context of holistic palliative care.

Expected Outcomes
Having completed this module, participants will be able to:

- Critically examine the relationship between the theory and practice of pain and symptom management in children’s palliative care
- Explore the neuro-physiological framework by which infants, children and young people feel pain, together with the interpretation and meaning of pain for them.
- Analyse and critically examine the principles of assessment of pain and distressing symptoms appropriate to the developmental level of the child.
- Demonstrate knowledge and apply the principles of the pharmacological management of pain and other distressing symptoms in the delivery of inter-disciplinary care of the child with a life-limiting condition.
- Analyse and appreciate the implications and consequences for the child and their family of under-assessment and under-treatment of pain and distressing symptoms.

Indicative Content:

Life-limiting conditions in children’s palliative care: Metabolic, genetic and rare disorders; childhood cancers

Pain and symptoms: Total pain concept; Meaning and language of pain; Pain transmission; Physical and psychological assessment of pain and symptoms; Pharmacological approaches, including developmental pharmacological approaches to pain and symptom management; pharmacodynamics and pharmacokinetics; Effects of unrelieved pain and distressing
symptoms on child and family; Challenges and issues in caring for the child with: Gastrointestinal symptoms; Respiratory symptoms; Neurological impairment; Neuro-muscular symptoms; Sleep disturbance; Management of emergencies and complex seizure management.

**Teaching / Learning Activities:** Lecture/discussion, student–led seminars, student presentations

**Contact Hours**

<table>
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</table>

**Mode of Assessment**

Practice based written assignment demonstrating the application of knowledge and skill (3,000 words)  

<table>
<thead>
<tr>
<th>Weighting</th>
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<tbody>
<tr>
<td>100%</td>
</tr>
</tbody>
</table>
NU7208: Psychosocial and spiritual issues in children’s palliative care

Module Coordinator
Dr. Jayne Price / Dr. Catherine Tracey

ECTS
10

Teaching Staff
Dr. Jayne Price, Dr. Catherine Tracey, Dr. Honor Nicholl, Ms. Catriona NicPhilbin, Ms. Carmel Doyle, Ms Anne-Marie Corroon, Dr. Kevin Connaire

Rationale
Ensuring optimal quality of life for the child with a life limiting condition and their family requires a family-centred care model. This demands advanced knowledge and understanding by the professional of both the child and family member’s systems and roles, beliefs and needs together with an understanding that for the child, cognitive, affective, social and spiritual perspectives intersect at every point in their disease trajectory. Palliative care does not stop when the child dies, but continues into bereavement for the family, when the complexities of living life without their child / family member are negotiated. This demands a sensitive, supportive and coordinated approach to family care by professionals who have the knowledge, attitudes, awareness and skills.

Aim
The aims of this module are to:

- Enhance participant’s knowledge of the psychological, social and spiritual dimensions of caring for children with life-limiting conditions and their families.
- Advance participants repertoire of skills, knowledge and attitudes when communicating with children and their families

Expected Outcomes

Having completed this module, participants will be able to:

- Critically appraise theories of psychosocial, spiritual and sexual development.
- Critically analyse the range of psychosocial and spiritual needs and concerns identified by children and families throughout the course of a child’s life-limiting condition.
- Critically appraise the impact of illness for the child and young person on body image and sexuality.
- Critically reflect on strategies used in practice to help ameliorate the needs and concerns of the child and family.
- Identify and value the similarities and variations in the challenges encountered by different professional disciplines in the provision of psychosocial and spiritual care to children, and appreciate disciplinary specific contributions in the provision of care.
- Critically appraise the concepts of family systems theory and their application to family care and support in children’s palliative care.
- Critically explore the spectrum of human adaptation and coping employed by children with a life limiting condition and their families.
- Critically analyse theoretical models of bereavement and loss.
• Critically reflect on the impact of progressive illness, death and bereavement
• Critically analyse the major theoretical approaches to communication and counselling with particular reference to children.
• Critically examine the impact of a life limiting condition on children and their families.
• Evaluate own skills and analyse the importance of advancing interpersonal and relationship skills when communicating with the child and family.
• Critically reflect on issues which may arise and impact interactions when communicating with the child with a life limiting condition across the life span, including children with Intellectual Disabilities and their families.
• Analyse and reflect on the education and information needs of children with life limiting conditions and their families.

Indicative Content:

Family care and support: Family systems and theories; Construction and use of genograms
Family response to illness and death; Assessing and working with parents; Providing family support in Palliative Care; Facilitating and inhibiting factors in family care; Emotional cost of caring on families; Preparing families for bereavement.

Bereavement and attachment: Grief and loss across the lifespan; Application of theories of grief and loss; Exploring grief and loss in children’s palliative care; Sadness and depression; Preparing families for bereavement; abnormal grief responses.

Sexual development: Body image; Sexual development and awareness

Spiritual concerns and spiritual care: Spiritual development of the child; Language of spirituality; Spiritual concerns and needs; Assessing spiritual needs; Barriers to providing spiritual care; Providing spiritual care

Therapeutic ways of working: Art therapy; Play therapy.

Communication and counselling skills: Dealing with emotions, for example collusion, fear, denial, anger, meaninglessness. Transference and counter-transference / Principals of teaching and learning

Teaching and information-giving: Principles of teaching and learning.

Teaching / Learning Activities: Lecture/discussion, student-led seminars, student presentations, counselling skills development. In addition, participants own personal and professional experiences will be integrated with the emphasis on discovery through experience, dialogue and reflection.
### Contact Hours

<table>
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<th>Activity</th>
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<tr>
<td>Self-Directed Learning</td>
<td>140</td>
</tr>
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</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

### Mode of Assessment

<table>
<thead>
<tr>
<th>Mode of Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A case history or literature review relevant to current practice in the area of family, loss, grief and bereavement (3,000 words)</td>
<td>100%</td>
</tr>
</tbody>
</table>
Appendix 2 The University of Dublin /Trinity College Module Survey

PLEASE ANSWER THE FOLLOWING QUESTIONS:

Your feedback is an important component of the College’s commitment towards quality improvement in teaching and supporting learning. The results of this anonymous survey will be used in reviewing and improving aspects of a module and its delivery.

<table>
<thead>
<tr>
<th>Why you enrolled on this module:</th>
<th>Module funding:</th>
<th>Class Attendance:</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was compulsory...</td>
<td>Employer...</td>
<td>Funded by employer...</td>
</tr>
<tr>
<td>It was my choice...</td>
<td>Self...</td>
<td>Self funded...</td>
</tr>
</tbody>
</table>

What percentage of this module have you attended: 20% (  ) 40% (  ) 60% (  ) 80% (  ) 100% (  )

A: MODULE MANAGEMENT

| Q1 | The objectives of this module have been communicated to me: | Very clearly | Clearly | Neutral | Unclearly | Very unclearly |
| Q2 | Information about assessment requirements given to me was: | Very clear | Clear | Neutral | Unclear | Very Unclear |
| Q3 | The various parts of this module (lectures, teaching sessions) were linked: | Very clearly | Clearly | Neutral | Unclearly | Very unclearly |
| Q4 | Compared with other modules I have studied the workload was: | Very heavy | Heavy | Neutral | Light | Very light |
| Q5 | Of the material I have covered in this module I have understood: | All | Most | Neutral | Little | Very little |
| Q6 | Organisation of this module was: | Very good | Good | Neutral | Poor | Very poor |
| Q7 | I found the recommended reading for this module: | Very helpful | Helpful | Neutral | Unhelpful | Very unhelpful |
| Q8 | It was clear to me what I needed to learn on this module: | Very clear | Clear | Neutral | Unclear | Very clear |
| Q9 | Overall I found this module: | Excellent | Good | Neutral | Poor | Very poor |

B: Delivery of Teaching: Lecturing

| Q10 | The material presented by the lecturers has usually been: | Very interesting | Interesting | Neutral | Uninteresting | Very uninteresting |
| Q11 | The quantity of material presented by the lecturers has been: | Far too much | Too much | Neutral | Too little | Far too little |
| Q12 | The lecturers were well prepared for class: | Always | Regularly | Neutral | Rarely | Never |
| Q13 | The lecturers communicated clearly and effectively: | Always | Regularly | Neutral | Rarely | Never |
| Q14 | The lectures were enthusiastic about the subject matter of the module | Always | Regularly | Neutral | Rarely | Never |
| Q15 | The lecturers stimulated me to think critically about the subject: | Always | Regularly | Neutral | Rarely | Never |
| Q16 | The lecturers accessibility on matters relating to the module has been: | Excellent | Good | Neutral | Poor | Very poor |
| Q17 | Overall I would rate my level of satisfaction with the lecturing as: | Very high | High | Neutral | Low | Very low |
C: Delivery of Teaching: Other than Lecturing

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
<th>Rating Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q18</td>
<td>The facilitator explained the purpose of the session:</td>
<td>Very clearly, Clearly, Neutral, Unclearly, Very unclearly</td>
</tr>
<tr>
<td>Q19</td>
<td>The facilitator organised the sessional time:</td>
<td>Very well, Well, Neutral, Poorly, Very poorly</td>
</tr>
<tr>
<td>Q20</td>
<td>The facilitator encouraged me to contribute:</td>
<td>Always, Regularly, Neutral, Rarely, Never</td>
</tr>
<tr>
<td>Q21</td>
<td>The facilitator has been helpful in response to my questions:</td>
<td>Always, Regularly, Neutral, Rarely, Never</td>
</tr>
<tr>
<td>Q22</td>
<td>The facilitator stimulated me to think critically about the subject:</td>
<td>Always, Regularly, Neutral, Rarely, Never</td>
</tr>
<tr>
<td>Q23</td>
<td>The sessions provided good support for the lectures:</td>
<td>Always, Regularly, Neutral, Rarely, Never</td>
</tr>
<tr>
<td>Q24</td>
<td>Overall I would rank my level of satisfaction with the sessions as:</td>
<td>Very high, High, Neutral, Low, Very low</td>
</tr>
</tbody>
</table>

At the start of this module you completed a form – “What do you wish to achieve from this module?” Did the module or did it not help you to achieve your objectives?

Any additional comments relating to your learning experience on this module, for example what did you like, what you would change and or what would you build upon.

Would you recommend this module to a colleague?

THANK YOU