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Paediatric Palliative Care Education and Training: Where we are now and how we get to where we want to be.

Summary of inaugural meeting

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Education and Training: Nursing

Pre-registration nurses must be proficient in identifying and assessing the needs of patients receiving palliative or end of life care at the point of registration ¹.

With advances in practice (nurses with advanced nursing and prescribing skills) there is opportunity to explore interprofessional learning at all levels of education and training.

Although a competence framework has been developed² unlike within the medical profession, post graduate training in this specialty is not formalised.

There are no data on the numbers of nurses working within the specialty and there is a call to identify the workforce numbers and the extent of their training and education needs³.

RCN Competencies: Caring for Infants, Children and Young People Requiring Palliative Care²

Workforce levels

Level 1 Supervised practitioners: student, play worker, health care support worker.

Level 2 Practitioner: registered nurse, play specialist.

Level 3 Advanced practitioner: specialist nurse with theoretical and practical knowledge/training in CYP palliative care.

Level 4 Consultant practitioner: expert with national role and leading research and practice development in CYP palliative care.

Expertise in 4 dimensions

1. Communicating effectively with children and young people with palliative care needs.
2. Providing multidisciplinary holistic care to children and young people with palliative care needs in any care setting (hospital, hospice, the home, school or other community setting).
3. Working with primary carers and health care professionals to identify and manage symptoms.
4. Sustaining self and the wellbeing of others when caring and supporting children/young people and families with their grief, loss and bereavement.

Education and Training: Medicine

Recognised training for doctors wishing to become specialists in CYP palliative medicine (PPM)⁴:

- Formalised national training scheme.
- Standards for education and training
- Combined curriculum in PPM

Inaugural meeting January 10th 2019

Background

The need to explore standardising interprofessional palliative care for children and young people (CYP) training and education (learning) in the UK was identified following a recent All-Party Parliament Group⁵ meeting on the provision of paediatric end of life care.

It is recognised that all professional groups should have access to a core paediatric palliative care curriculum, with pre and post registration training led by facilitators experienced in both palliative care provision and education and training.^{6,7}

However, although recommendations for a core interprofessional curriculum² exist, a national curriculum with designated centres of teaching and learning excellence has yet to be established within the UK.^{5,8}



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https://ehospice.com/inter_childrens_posts/paediatric-palliative-care-learning-in-the-uk-summary-of-a-national-meeting/

Inaugural meeting 10.01.19

Aims

- Discuss and assess the feasibility of developing a standardised programme of education, training and competencies for all health professionals providing palliative and end of life care to CYP.
- Examine current provision in light of national and international legislation and guidance.
- Discuss and outline a programme of work.



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Meeting delegates

Health professionals involved in CYP education and training from both institutes of higher education and clinical practice, representatives from allied organisations (n=28)



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Meeting schedule

- Overview of UK nursing and medical CYP palliative care learning and the international perspective.
- A series of four focus groups exploring the: *need to standardise pre and post registration interprofessional learning, facilitators and barriers to developing and delivering education and training, models of delivery and developing learning that is fit for purpose and future proof.*



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Discussion Summary

There was recognition of the need for standardising learning and the need to agree core principles of practice such as competencies and proficiencies.



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Discussion Summary

Identified facilitators included recognition of the current interprofessional culture of around communication and factors that could facilitate taking this work forward such as curricula mapping.



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Discussion Summary

Key challenges ranged from identified national differences and the rapidly changing landscape to time and funding pressures impacting on professional's ability to undertake learning.



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Discussion Summary

Developing a national framework to inform, develop and measure models of learning across all education tiers and settings (both university and clinically based learning) was suggested with a range of models of learning, such as experiential models, evidenced-based teaching, value based learning, highlighted.



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Discussion Summary

The importance of being creative and political were highlighted as key to ensuring longevity of outcomes.



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Next steps

Future meeting is planned to consider the priorities for action and opportunities for the work to be commissioned.



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