

ABPN Webinar 13<sup>th</sup>  
February 2025  
Children's Palliative  
Care

Dr Duncan Randall. Bournemouth  
University. Dr Sue Neilson. University of  
Birmingham and Professor Julia  
Downing. ICPCN.

# Intended session outcomes

Participants will be able to...

1. Reflect on their own experiences of delivering children's palliative care.
2. Outline education standards for children's palliative care and associated learning resources.
3. Discuss one thing they can do to improve children's palliative care.

*Caveat: Children's palliative care is a huge subject we are only going to focus on some aspects of the core aspects of nursing children living with palliative and end of life care needs*

# Mentimeter

<https://www.menti.com/alwsz3mo6yar>

Code 17198157



CHILDREN'S PALLIATIVE CARE EDUCATION AND TRAINING  
UNITED KINGDOM AND IRELAND

**EDUCATION STANDARD FRAMEWORK**



CHILDREN'S PALLIATIVE CARE EDUCATION AND TRAINING  
UK AND IRELAND ACTION GROUP

CHILDREN'S PALLIATIVE CARE EDUCATION AND TRAINING  
UNITED KINGDOM AND IRELAND

**STANDARD FRAMEWORK FOR  
ADVANCE CARE PLANNING FOR CHILDREN**



CHILDREN'S PALLIATIVE CARE EDUCATION AND TRAINING  
UK AND IRELAND ACTION GROUP AND CHILD AND YOUNG  
PERSON'S ADVANCE CARE PLAN COLLABORATIVE

# Standards influence development of practice

Our new book is designed using the standard frameworks

- **Section 1:** Chapter 1-3 Universal and Public health
- **Section 2:** Chapters 4-8 Core
- **Section 3:** Chapters 9-13 Specialist
- **Appendix A:** CPCET standards mapped to chapters
- **Appendix B:** Global overview of Paediatric palliative care standards (adapted from Benini et al 2021)



## CHILDREN'S PALLIATIVE NURSING CARE

Edited by Duncan Randall,  
Susan Neilson and Julia Downing

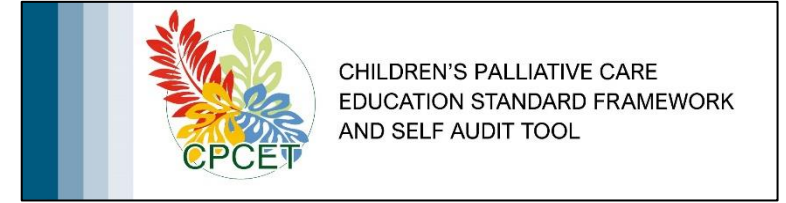


**Public Health**

In this level children's palliative care as a public health issue will be addressed. Aspects such as social attitude to death and dying in childhood and bereavement following a child death are explored. This would be expected to be across education, health and social care and involve other stakeholder groups concerned with children, their experience of childhood, learning and support of children, siblings, parents and other family members as well as communities affected by child death (e.g. school communities).

**Universal**

In this level the needs will be addressed of all people working in institutions or facilities which provide care and support to children and their carers. It addresses what any person working in such environments is likely to need to understand about children's palliative care. This includes clinical and non-clinical staff. Where children's palliative care is everyone in the workplaces business.



# Four Levels Public Health to Specialist

- Learning Outcome 1** Communicating effectively
- Learning Outcome 2** Working with others in and across various settings.
- Learning Outcome 3** Identifying and managing symptoms.
- Learning Outcome 4** Sustaining self-care and supporting the well-being of others.

**Core**

In this level the focus will be on the learning for people who deliver care to children and their carers. It includes everyone who delivers care to children in education, social and health care who might encounter a child living with a life limiting/threatening condition and or the child's carers (family and communities). The core programmes for sectors of health, education and social care might be different to address the needs of children accessing these types of care. In healthcare this level should include care of the dying child and their carers as well as supporting people with loss and bereavement following a child's death.

**Specialist**

In this level leadership and management of palliative and end of life care for children is the focus. It includes clinical, research, education and management leadership. As well as addressing the needs of children and carers with complex and or multiple palliative care needs it would prepare practitioners to be a resource for those learning and delivering care at the other levels. This level includes learning to deliver end of life care in complex situations or where symptom management is challenging.

# CPCET action group standards Core learning outcomes 1-2

Learning outcomes	
<b>1. Communicating effectively</b>	<p>1.3 Develop insight into positive cultures and patterns of communication when delivering “bad or unwanted” news/information.</p> <p>1.4 Discuss the design, delivery and evaluation of play for children living with life-limiting/life-threatening conditions.</p>
<b>2. Working with others in and across various settings.</b>	<p>2.4 Analyse the practice and approaches to identifying palliative and end of life care needs of children and their carers</p> <p>2.5 Identify and reflect on your own role within the team delivering palliative and end of life care.</p> <p>2.6 Discuss professional roles and responsibilities in a multi-disciplinary (or inter-professional) team delivering children’s palliative and end of life care.</p> <p>2.7 Explain the legal and practical requirements related to the care of a child’s body after death.</p>

# CPCET action group standards Core learning outcomes 3-4

Learning outcomes	
<b>3) Identifying and managing symptoms</b>	<p>3.5 Assess, plan and implement effective symptom management approaches for a number of common symptoms encountered in children's palliative and end of life care.</p> <p>3.6 Analyse and evaluate the assessment of care and the evidence base of symptom management to include a number of common symptoms encountered in children's palliative and end of life care.</p> <p>3.7. Discuss the principles and practice of caring for a child's body after death and supporting those who are bereaved.</p>
<b>4) Sustaining self-care and supporting the well-being of others</b>	<p>4.4 Examine children's understanding and reactions to living with life limiting/life-threatening conditions and dying and death in childhood.</p> <p>4.5 Reflect on and discuss own experiences of delivering and interactions with those receiving care and the team delivering care.</p>



# Section 2: Core

	Chapters	Authors
4	Delivery of unwanted news: diagnosis and assessment of needs.	Rima Saad and Stacey Power Walsh
5	Self-care for nurses and nursing teams delivering and evaluating palliative care.	Anna Oddy, Doris Ann Corkin and Becky Davis
6	Play, education and children and carer coping living with palliative care needs.	Maraliza de Haan, Angela Rackstraw and Duncan Randall
7	Symptom management	Sara Fleming, Helen Queen, and Susan Neilson
8	End-of-life care and bereavement	Tara Kerr-Elliott and Florence Nalutaya, and Stacey Power Walsh



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# Next steps

- Conference paper on the collaborative writing of the book- EAPC 19<sup>th</sup> World Conference in Helsinki accepted.
- ICPCN webinar 20th Feb 2025.
- Audit of standards utilisation (via ICPCN)
- Research proposals collaborative communities

Thank you  
please do contact us  
Duncan Randall drandall@  
bournemouth.ac.uk  
Sue Neilson:  
s.j.neilson@bham.ac.uk  
Julia Downing:  
julia.downing@icpcn.org



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# Sources and resources

Downing J., Randall D., Mcnamara-Goodger K., Peter Ellis P., Palat G, Ali Z., Hunt J., Kiman R., Friedel M and Neilson S. 2025) Children's Palliative Care and Public Health: Position Statement. *BMC Palliative care*.

Gabbay, J., Le May, A., Connell, C., & Klein, J. H. (2014). Skilled for improvement? Learning communities and the skills needed to improve care: An evaluative service development. London: Health Foundation. Available from <https://www.health.org.uk/reports-and-analysis/reports/skilled-for-improvement>

Neilson S, Randall D, McNamara K and Downing J (2021) Children's palliative care education and training: Developing an education standard framework and audit. *BMC Medical Education* 21:539 <https://doi.org/10.1186/s12909-021-02982-4>.

It can be read here: <https://rdcu.be/cz48h>

Randall D., Neilson S., Downing J. (EDs)(2025) *Children's Palliative Nursing Care* ( 1<sup>st</sup> ed) Routledge. Abingdon Taylor & Francis ISBN 9781032471648