

## Syllabus

### Paediatric Palliative care, 7.5 ECTS

Pediatrik palliativ vård, 7,5 hp

FO50014

<b>Programme</b>	Third-cycle course
<b>Programme ECTS</b>	120/240
<b>Level of education</b>	Third cycle
<b>Course ECTS</b>	7.5
<b>Grading scale</b>	Pass, Fail
<b>Decision-making body</b>	Academic faculty
<b>Date adopted</b>	2020-11-23
<b>Revised syllabus</b>	
<b>Revised reading list</b>	
<b>Syllabus applies from</b>	Spring semester 2021
<b>Reading list applies from</b>	Spring semester 2021
<b>Applicable programme syllabus</b>	



### **Entry requirements and other criteria for access to studies**

General entry requirements for third-cycle courses and study programs. Precedence is given to doctoral students in the doctoral program at Ersta Sköndal Bräcke University College.

### **Level of the course in the education system**

The course is at third-cycle level and is selectable for doctoral student, students admitted to general syllabus for the third-cycle programme "The individual in the welfare society" have priority.

### **Learning objectives of the course**

#### *Knowledge and understanding*

On completion of the course, the doctoral student should be able to

- reflect and problematize about relevant theories and scientific methods in paediatric palliative care
- explain the advantages of an inter professional research collaboration in paediatric palliative care research
- discuss and reflect on the involvement of the family in paediatric palliative care research
- apply and demonstrate knowledge about bereavement and grief in families in paediatric palliative care research

#### *Ability and skills*

On completion of the course, the doctoral student should be able to

- problematize and formulate a relevant research question concerning the seriously ill child and his/her family without violating the child's rights
- identify and problematize facilitating factors and barriers for research in paediatric palliative care
- analyze and synthesize research concerning the impact of communication and relations in paediatric palliative care
- communicate and motivate relevant aspects for implementation of scientific knowledge in paediatric palliative care

#### *Judgment and approach*

On completion of the course the doctoral student should be able to

- independently and critically reflect on the possibilities and limitations of research in paediatric palliative care from a research ethical and societal perspective
- critically reflect over the challenges of involving children, youth and their family in research in field of paediatric palliative care

### **Course structure**

The course is offered as quarter-time studies.

### **Course content**

The areas covered by the course are:

- ill children and young individuals' rights and participation in paediatric palliative care research
- barriers and facilitating factors of significance in paediatric palliative care research
- involvement of family and relatives in paediatric palliative care research
- theories of bereavement and grief in family members, i.e. parents and siblings, in paediatric palliative care
- barriers and facilitating factors for implementing research into practice in paediatric palliative care

### **Teaching and learning objectives**

The educational idea is based on doctoral students-centered learning and the teaching is on a problem based and collaborative approach where the working methods provide the conditions for the student to take active responsibility for their learning. Knowledge acquisition takes place through own studies of course literature, other relevant articles, and through workshops, seminars and lectures on campus and online.

### **Examination and grading**

The overall grades of Pass or Fail will be awarded according to the learning objectives of the course and through a written individual examination in the end of the course. Participation in the onsite seminars are mandatory for passing the course.

Doctoral students who have not obtained an approved grade on the individual examination assignment have the right to revise up to four times. These revisions are to be compared at a separate examination. If the doctoral student has undergone a total of five examinations (one regular submission and four revised supplements) without achieving an approved result, the student is offered the opportunity to be re-registered on the current course once more. Grades are set by a specially appointed lecturer (examiner).

### **Course certificate**

Doctoral students who have passed the course can him/herself take out a course certificate through LADOK or course diploma.

### **Course literature**

See the separate reading list.

### **Transitional provisions**

Examinations will be provided for a period of two years following the cancellation of a course.

Examinations may be based on a previous reading list for a period of one year following the date on which the reading list is significantly revised.

## Reading list

Course literature set by the Academic faculty, 2020-11-23.

Addington-Hall, J. M. (2007). *Research methods in palliative care*. Oxford ;: Oxford University Press. (315 pp.)

Goldman, A., Hain, R., & Liben, S. (2012). *Oxford textbook of palliative care for children*. Oxford: Oxford University Press. (469 pp.)

Wolfe, J., Jones, B. L., Kreicbergs, U., & Jankovic, M. (2018). *Palliative Care in Pediatric Oncology*. Cham: Springer International Publishing (314 pp.)

Wright, L. M., & Leahey, M. (2013). *Nurses and families : a guide to family assessment and intervention*. Philadelphia: F.A. Davis. (351 pp.)

Relevant research articles will be added.