This handbook must be read in conjunction with module information provided on KEATS, the King's E-Learning And Teaching Service. You will be given access to KEATS on enrolment. Important information relating to assessment and related regulations can be found in the Undergraduate Programme Handbook, available on KEATS and via the Student Services Centre.

This handbook can also be provided in alternative formats (such as large print) upon request to asc@kcl.ac.uk.
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Module overview
Welcome to Palliative and End of Life Care Foundations - 6KNIS321. This module can be taken as an option on the BSc in Clinical Practice. The course content has been developed in partnership with St Christopher's Hospice and will be delivered equally from both sites, Kings College London, Waterloo Campus and the St Christopher’s Education Centre, Sydenham, South London.

This module aims to equip nurses with the knowledge and skills required to effectively assess the needs of palliative/end of life care patients with any life-limiting/life-threatening conditions in any care setting. A strong clinical focus will be maintained throughout.

The module can also be taken as a freestanding module.

Module aim
This course provides an examination of the philosophy and principles of palliative and end of life care, as specifically applied in all care settings. It aims to equip nurses with the skills to complete an initial and on-going assessment of a patient requiring palliative care, with regard to their physical, psychological, social, spiritual and cultural well-being. It will also explore and analyse the needs of the “family” and the role of the nurse and the multi-professional team in meeting these needs. These skills will be developed through evaluation of current recommended best practice as presented in research, evidence-based and policy documents.

Learning outcomes
At the end of the course the practitioners will be able to:

- Describe the principles of applying a palliative approach to care and their application to practice in all care settings and to all life-limiting/life-threatening conditions;
- Reflect on the impact of national policy on delivery of palliative care services;
- Demonstrate knowledge of the major symptoms affecting patients requiring palliative or end of life care and the principles underpinning their management;
- Assess the holistic needs of a patient approaching end of life and his/ her family in the context of their culture, spirituality and religion;
- Explore the issues influencing the establishment of an effective therapeutic relationship with patients approaching end of life, and their families;
- Evaluate the management of the dying process in association with other members of the multi-professional team, including care of the family as appropriate;
- Discuss the initial assessment of bereavement risk and initiate appropriate intervention;
- Reflect on their own practice, identifying the limits of their role and the need for additional learning, experience and support.

Teaching arrangements
This module will be delivered through face to face sessions, tutorials and self-directed study. Learning will be assessed by completion of a practice based workbook and a written assignment. The aim of the classroom sessions is to provide a safe environment for stimulating interesting discussion. We hope to encourage your participation and look forward to discussion, questions and challenges. A variety of practitioner-centred, adult learning approaches will be adopted to facilitate shared learning, attitudinal change and professional reflection. These include lectures, discussion, small group work, guided professional practice, personal reflection and experiential learning.

Support in Practice
It is important to identify a practice based facilitator, who has expertise in palliative care. This person will need to sign and verify your completion of the practice based workbook.
Core Indicative Reading

**Books:** (N.B. Please access at least one of the following palliative care nursing textbooks prior to the module).


**Journals:**

*End of Life Care Journal* - [http://www.stchristophers.org.uk/health-professionals/end-of-life-journal](http://www.stchristophers.org.uk/health-professionals/end-of-life-journal)

*International Journal of Palliative Care Nursing*

*Palliative Medicine*

**Websites:**

Ambitions for Palliative and End of Life Care - [http://endoflifecareambitions.org.uk/](http://endoflifecareambitions.org.uk/)

Hospice UK - [http://www.hospiceuk.org/](http://www.hospiceuk.org/)


Marie Curie Palliative Care Institute - [http://www.mcpcil.org.uk/](http://www.mcpcil.org.uk/)

National Council for Palliative Care - [http://www.ncpc.org.uk/professionals](http://www.ncpc.org.uk/professionals)

National End of Life Care Intelligence Network - [http://www.endolifecare-intelligence.org.uk/home](http://www.endolifecare-intelligence.org.uk/home)

St Christopher’s Hospice [http://www.stchristophers.org.uk/healthcareprofessionals](http://www.stchristophers.org.uk/healthcareprofessionals)
Summative assessment

Assignment 1 — Academic assignment:

N.B. This is to be submitted online through TurnItIn accessed via the KEATS module page

A 2,000 word essay contributing 100% of the course mark.

This assignment will demonstrate learning from the module, linking theoretical knowledge and clinical practice.

Title:
Critically evaluate the nursing assessment of one core issue/concern experienced by a palliative patient in your care, with reference to the literature, and incorporating the wider implications for palliative care nursing in the setting in which you work.

Guidelines — the assignment should include:

• Introduction/background/overview to patient and family, and rationale for selection of this patient and the issue.
• Acknowledgement of the professional issues of consent and confidentiality with current reference
• Brief demonstration of an understanding of the selected issue in the context of palliative care.
• Critical discussion of the quality of assessment that was undertaken of the patient and/or family, with a focus on the selected issue and the implications for effective management of the issue/concern.
• Brief discussion of the wider implications of this issue in relation to palliative care nursing in the setting in which you work
• Conclusion

Assignment 2 — Practice based workbook:

N.B. This is to be submitted as a hard copy to Student Services

The Workbook can be downloaded from the module page on KEATS and must be completed within the practice setting. The verification sheet must be signed by your practice based facilitator or manager prior to submission and a coversheet attached to the front.

Please complete all parts of the workbook. It will either be marked a Pass or Fail
Submitting coursework

Coursework submission are provided on the modules KEATS site. It is essential that you use your candidate number on all assignments/examinations. Your candidate number, which will begin with X for the academic year 2016/17, will be available via Student Records on the King’s Intranet approximately one month after you enrol.

If you are unable to submit your work by the deadline please refer to the information in your programme handbook on “mitigating circumstances”. If you require further support in these circumstances you are advised to contact KCLSU.

The College and its Examination Boards in the ten Faculties (Institutes/Schools, King’s Learning Institute and the Association of King’s College (AKC), work with over 500 external examiners to ensure the quality and standard of our taught awards. Find the latest report on the External Examiners Report page, navigate to the Faculty of Nursing and Midwifery section.

Submission dates for coursework

Occurrence 2 (Term 3)
- Assignment 1 – Tuesday 18 July 2017
- Assignment 2 – Tuesday 1 August 2017

Late submissions will be accepted for 24 hours following the submission date. All work submitted late will be marked as normal but will be capped at the pass mark for the module. If your assignment is a hard copy please ensure you date stamp it and submit it to the submission room G15 James Clerk Maxwell Building. If your assignment is submitted electronically through TurnItIn, information about how to submit late will be provided on KEATS module sites under assessment information. Please label the file with your candidate number and double-check you have submitted the correct file.

The external examiner for this module is Dr Brian Nyatanga. Students are not to make direct contact with external examiners, in particular regarding their individual performance in assessments.

Results and resubmissions for coursework

Students will receive a provisional (unratified) mark for their coursework 4 weeks following submission of Assignment 2. According to the method of submission as detailed on your KEATS site, if your work was submitted online you will be able to download marked coursework from KEATS; alternatively, if you completed a hard copy submission you can collect your coursework and feedback from the Student Services Centre.

To collect a hard copy assignment, you must provide your candidate number. Alternatively, you may send a stamped addressed envelope to the Student Services Centre ensuring that this is large enough to accommodate your assignments and that you have applied sufficient postage. Hard copy assignments will be retained for four weeks; if you have not collected your assignment by then, it will be destroyed.

Feedback will include the award of a numerical grade which remains provisional until ratified by the examination boards. The dates for the examination boards are available on KEATS. Ratified marks can be viewed via Student Records on the King’s Intranet, the Monday following the relevant examination board.
The marking criteria by which your work is judged are provided in full in your programme handbook. Please also refer to the section in your programme handbook on plagiarism and how to avoid it. If you have a query about how to refer to a specific piece of work please ask your module leader, your group leader or a member of library staff for guidance or please use King’s Libguides site.

The feedback you receive on your assignment will guide you towards how to do better next time or how to maintain your existing high standard!

If you do not understand your mark or the feedback you receive please contact Liz Bryan.

If you are unsuccessful, it is recommended that you contact the module leader before submitting your second attempt. This will enable the module leader to provide you with an appropriate level of support as you prepare to resubmit your work.

**Resubmission date:**

**Occurrence 2** (Term 3) – Tuesday 17 October 2017
Topics & Indicative Reading

Topics may not be presented in the order below.

Topic: Care of the Dying Person

By the end of the module the student will be able to:
1. Critically reflect on why the Liverpool Care Pathway (LCP) failed a tool
2. Understand how to use the 5 Priorities of Care to ensure individualised care at end of life

Indicative reading:


Topic: Defining Palliative and End of Life Care

By the end of the module the student will be able to:
- Identify and explore the key principles within the philosophy of palliative and end of life care;
- Begin to explore the impact of a life-limiting illness on the patient and family;
- Discuss potential cultural differences in relation to attitudes towards death and dying
- Begin to critically reflect on palliative care principles in relation to own practice.

Indicative reading:


**Topic: Common Symptoms at End of Life**

By the end of the module the student will be able to:

- Reflect on the common physiology of advanced disease and resulting symptoms
- Identify and evaluate risk factors associated with specific life-limiting conditions.

**Indicative reading:**


**Topic: Principles of Holistic Assessment**

By the end of the module the student will be able to:

- Discuss the principles of a comprehensive palliative care assessment of the needs of a patient and family (to include physical, social, emotional, spiritual and cultural elements)
- Explore the issues involved when negotiating clinical options with the patient, family and multi-professional team
- Discuss the appropriate decision-making responsibilities of the multi-professional team, and the major ethical principles involved
- Identify the emergencies/crises that can occur in palliative care (including the causes) and how to assess for potential risk factors.

**Indicative reading:**


**Topic: Interpersonal Communication**

By the end of the module the student will be able to:
- Reflect on the impact of good communication skills on the nurse/patient relationship
- Examine the theory and research that underpin effective communication at the end of life
- Evaluate approaches to working with barriers to communication.

**Indicative reading:**

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**Topic: Delivering End of Life Care in the Community**

By the end of the session the student will be able to:
- Explore barriers to optimum delivery of end of life care in the community
- Reflect on proposed tools and strategies to improve end of life care in the community.

**Indicative reading:**


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**Topic: End of Life Care in Acute Hospitals**

By the end of the module the student will be able to:
- Explore barriers to optimum delivery of end of life care in an acute setting
- Reflect on proposed tools and strategies to improve end of life care in an acute setting.

**Indicative reading:**

**Topic: Assessment of Pain**

By the end of the module the student will be able to:
- Explore the multi-dimensional nature of pain;
- Analyse selected major types of pain in relation to relevant anatomy, physiology and pathology.
- Discuss the principles underpinning treatment and management of the major types of pain;
- Discuss the principles and methods of initial and ongoing pain assessment.

**Indicative reading:**


**Topic: Assessment of Gastrointestinal Symptoms**

By the end of the module the student will be able to:
- Identify and discuss the major gastrointestinal symptoms (e.g. oral symptoms, nausea, vomiting, intestinal obstruction, diarrhoea and constipation etc.) identifying possible causes
- Reflect on the impact of these symptoms on the patient’s and family’s well-being.

**Indicative reading:**

**Topic: Assessment of Breathlessness**

By the end of the module the student will be able to:
- Identify selected examples of the multiple causes of breathlessness;
- Explore the psychological and social impact of breathlessness on the patient and family;
- Explore strategies and tools of assessment of the breathless patient.

**Indicative reading:**


Breathlessness Intervention Service (videos, patient leaflets etc) http://www.cuh.org.uk/breathlessness-intervention-service-bis

**Topic: Skin and Wound Assessment**

By the end of the module the student will be able to:
- Reflect on the principles of skin and wound care in the palliative care setting
- Discuss the rationale for effective assessment to support appropriate treatment including dressing selection in palliative care
- Examine evaluation strategies in palliative wound management, including the patient experience
- Reflect on potential related body image issues which may be experienced by patients

**Indicative reading:**


**Topic: Assessment of Mental State**

By the end of the module the student will be able to:
- Examine the concepts of anxiety, depression and agitation in the context of palliative care
- Evaluate appropriate selected tools used to assess mental state.

**Indicative reading:**
**Topic: Assessment of the Needs of a Person with Advanced Dementia**

By the end of the module the student will be able to:
- Reflect on signs of dying in the patient with advanced dementia
- Evaluate symptom assessment of patients with dementia at the end of life
- Discuss role and experience of carers of patients with advanced dementia.

**Indicative reading:**


**Topic: Spiritual and Cultural Needs – Concepts and Strategies for Assessment and Support**

By the end of the module the student will be able to:
- Define the concepts of culture, spirituality and religion and analyse their inter-relationship
- Evaluate the impact of cultural and religious practices
- Identify strategies to assess and support a person’s spiritual health and discuss implementation of these.

**Indicative reading:**

**Topic: Loss and Bereavement – Theory, Assessment and Reflection**

By the end of the module the student will be able to:
- Appraise models and theories of grief;
- Analyse normal and abnormal grief, and explore appropriate management strategies;
- Analyse bereavement risk assessment tools and identify appropriate tools for own practice;
- Explore the legal requirements following a death, and the potential impact of these on the family
- Explore strategies which can be employed by the multi-professional team to effectively reflect (after patient death) on care provided.

**Indicative reading:**


**Topic: Assessing the Needs of Children Facing Loss**

By the end of the module the student will be able to:

- Explore the development of the child’s understanding of loss and death, and their resulting needs;
- Explore strategies for supporting parents/grandparents (or guardians) in managing children affected by loss;
- Identify and explore the factors which will lead to effective communication with children affected by loss.

**Indicative reading:**


**Topic: Assessing our Own Resilience**

By the end of the module the student will be able to:

- Examine the impact on professionals of working with dying patients and their families;
- Reflect on our own responses and personal management strategies;
- Consider and explore new strategies for developing resilience as a professional practitioner.

**Indicative reading:**

Module evaluation
At the end of the module you are requested to complete the short online evaluation which will be available on your module KEATS site. Student evaluations are very important to us and are required by Health Education England and the regional London Local Education and Training Boards.

Actions from previous evaluations
No actions.
Timetable
Note this is only a draft and is dependent on the availability of presenters – a confirmed timetable for each occurrence will be saved as a separate document on the KEATS module page.

<table>
<thead>
<tr>
<th>Teaching mode</th>
<th>Date</th>
<th>Type of session</th>
<th>Title</th>
<th>Time</th>
<th>Room</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>University based study</td>
<td>8 May 2017</td>
<td>Lecture</td>
<td>Introduction to course &amp; defining palliative &amp; end of life care</td>
<td>10:00-11:00</td>
<td>WBW – 2/21</td>
<td>Liz Bryan &amp; Dr Karen Gillett</td>
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<td></td>
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<td></td>
<td>National policy &amp; challenges to delivery of care in all settings</td>
<td>11:00-13:00</td>
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<td>Module leaders</td>
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<td></td>
<td></td>
<td></td>
<td>Interpersonal communication in palliative &amp; end of life care</td>
<td>14:00-15:00</td>
<td>FWB 1.14</td>
<td>Liz Bryan</td>
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<td></td>
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<td></td>
<td>Common symptoms at end of life</td>
<td>15:00-16:00</td>
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<td>Jo de Souza</td>
</tr>
<tr>
<td>University based study</td>
<td>9 May 2017</td>
<td>Lecture</td>
<td>Principles of holistic assessment – part 1</td>
<td>09:00-10:30</td>
<td>WBW – 2/21</td>
<td>Module leaders</td>
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<td></td>
<td>Principles of holistic assessment – part 2</td>
<td>11:00-13:00</td>
<td>TBC</td>
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<td></td>
<td>End of life care in acute &amp; community practice</td>
<td>14:00-1600</td>
<td>FWB – 1.20</td>
<td>TBC, (Guy’s &amp; St Thomas’ NHS Foundation) Trust</td>
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<tr>
<td>University based study</td>
<td>5 June 2017</td>
<td>Lecture</td>
<td>Welcome to St Christopher’s Overview of St Christopher’s library &amp; administrative issues</td>
<td>09:30-10:00</td>
<td>SCH Lecture Theatre</td>
<td>Liz Bryan, Module Lead</td>
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<td></td>
<td>Assessing goal, priorities and preferences</td>
<td>10:00-11:15</td>
<td>SCH Lecture Theatre</td>
<td>Liz Bryan</td>
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<td></td>
<td>Assessing pain</td>
<td>11:30-13.00</td>
<td>SCH Lecture Theatre</td>
<td>Ros Cook, Nurse Manager</td>
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<td></td>
<td>Palliative care emergencies</td>
<td>13:45-15:00</td>
<td>SCH Lecture Theatre</td>
<td>Chris Mangar, CNS</td>
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<td></td>
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<td></td>
<td>Assessing the needs of the person with dementia</td>
<td>15:15-16:30</td>
<td>SCH Lecture Theatre</td>
<td>Steph Storer, Lecturer</td>
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<tr>
<td>Tutorials</td>
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<td>16:30</td>
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<td>Liz Bryan</td>
</tr>
<tr>
<td>University based study</td>
<td>6 June 2017</td>
<td>Tutorials</td>
<td>Assessing spiritual and cultural needs</td>
<td>09:00-09:30</td>
<td>SCH Lecture Theatre</td>
<td>Liz Bryan</td>
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<tr>
<td></td>
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<td></td>
<td>Assessing mental state and support</td>
<td>09:30-10.45</td>
<td>SCH Lecture Theatre</td>
<td>Kathy Burn, CNS and CBT Therapist</td>
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<td></td>
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<td>Assessing breathlessness</td>
<td>11:00-12:30</td>
<td>SCH Lecture Theatre</td>
<td>Alison Jones (Physiotherapist)</td>
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<td>Skin &amp; wound assessment</td>
<td>13:15-14:15</td>
<td>SCH Lecture Theatre</td>
<td>Claire Roberts Staff Nurse IPU</td>
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<td></td>
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<td></td>
<td>Assessing gastrointestinal symptoms</td>
<td>14:15-15:15</td>
<td>SCH Lecture Theatre</td>
<td>Chris Mangar, CNS</td>
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<tr>
<td>Tutorials</td>
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<td>15:30-16:30</td>
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<td>Liz Bryan</td>
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<tr>
<td>Time</td>
<td>Activity</td>
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<tr>
<td>09:30-10:15</td>
<td>Tutorials</td>
<td>SCH Lecture Theatre</td>
<td>Liz Bryan</td>
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<tr>
<td>10:15-10:45</td>
<td>Assignments &amp; module evaluation</td>
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<td>Alison Summers, Bereavement Services Coordinator</td>
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<tr>
<td>10:45-11:45</td>
<td>Loss &amp; bereavement: theory, assessment &amp; reflection</td>
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<td>Kathy Morris, Nurse Lecturer</td>
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<tr>
<td>12:00-13:00</td>
<td>Assessing the dying adult</td>
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<td>Julie Shelton, Social Worker</td>
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<tr>
<td>13:45-15:00</td>
<td>Assessing the needs of children facing loss</td>
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<td>Liz Bryan</td>
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<tr>
<td>15:00-16:00</td>
<td>Assessing our own needs</td>
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<td>Module leaders</td>
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<tr>
<td>16:00</td>
<td>Tutorials</td>
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</tbody>
</table>

**Location key:**
- FWB – Franklin-Wilkins Building, Waterloo Campus
- JCMC – James Clerk Maxwell Building, Waterloo Campus
- WBW – Waterloo Bridge Wing, Waterloo Campus
- SCH – St Christopher's Hospice, Sydenham