

Hong Kong College of Paediatricians
 Working Group on Curriculum Review
 Syllabus Proposal

Area: **Paediatric Palliative Care (PPC)**

Liaison WGCR members: Stephen Chan, Rever Li
 Reviewed by Dr Florence Lee

Basic Training

| Topics | Subtopics |
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| Philosophy of Paediatric Palliative Care | <p>Understand the definition of 'holistic care' and how it applies to medical care of children</p> <p>Understand the terms 'physical', 'spiritual', 'social' and 'psychological/emotional' in relation to children needing palliative care</p> <p>Basic knowledge of types of common non-malignant conditions requiring PPC</p> <p>Understand the principles of balancing burden and benefit in considering intervention</p> |
| Pain | <p>Know that pain is poorly recognised, underestimated and under-managed in children and infants</p> <p>Be aware of simple pain scales such as face scales and Visual Analogue Scale.</p> <p>Be aware that development alters the interpretation of these scales</p> <p>Be familiar with WHO Pain Guidelines for children</p> |
| Respiratory symptoms | <p>Understand the definition and subjective nature of dyspnoea</p> <p>Have knowledge of diagnosis and treatment of major reversible causes of dyspnoea in children on PPC care</p> |

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| Ethics and Law | <p>Know the four main principles of: autonomy, non- maleficence, beneficence and justice</p> <p>Understand the local/international guidelines for withholding/withdrawing life-sustaining treatment</p> |
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Essential Skills

Domain 1 Professional Values & Behaviour

Domain 2 Communication

Domain 4 Patient Management

Higher Training

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| Philosophy of Paediatric Palliative Care | <p>Recognises features of nonpathological behaviours and psychological responses associated with life-limiting conditions (e.g. anger and adjustment reactions).</p> <p>Know what local agencies are available to support children and families for problems in each dimension (physical, psychological, social and spiritual)</p> <p>Appreciate roles of non-medical professionals in providing holistic care, especially nurses, social workers, play specialists, psychologists and chaplains, and initiate appropriate referrals</p> |
| Pain | <p>Be able to use appropriate pain assessment tools effectively within the context of the pain to which they apply</p> <p>Understand the limitations of pain scales in children with developmental delay and/or other communication difficulties</p> <p>Understand the use of opioid as an</p> |

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| | <p>effective pain control in end-of-life</p> <p>Recognise the need to address emotional, psychological, social and spiritual needs as well as physical ones in managing pain</p> |
| Respiratory Symptoms | <p>Have knowledge of pathophysiology of dyspnoea in children with malignant and non-malignant conditions e.g. CP, DMD, children with lung metastases</p> <p>Understand and apply the principles of pharmacological and non-pharmacological management of dyspnoea, including the place of oxygen therapy</p> <p>Be aware of MDT approach to management. e.g. psychologist, play specialist, physiotherapy</p> |
| GI Symptoms: | <p>Understand the pathophysiology of hiccough, nausea, vomiting, constipation and diarrhoea in PPC, and initiate appropriate management</p> |
| End of Life Care | <p>Have knowledge in symptoms and signs indicative of imminent death, and initiate appropriate management</p> <p>Be aware of different routes to administer medications/IVF (e.g. SC, buccal, intranasal)</p> <p>Recognize the psychological stress of the parent/family members facing the dying child. Respect the wish of the dying child and family, and willing to work with the MDT to meet their needs</p> |
| Ethics and Law | <p>Understand the issues of euthanasia and its local implications</p> <p>Understand the ethics principal and knowledge on diagnosis of brain-stem</p> |

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| | death |
| Communications | Understand the developmental models of children's view of death |
| Bereavement | <p>Understand the general concepts of loss, grief and mourning.</p> <p>Understand basic theories about bereavement: process of grieving, adjustment to loss</p> <p>Be able to anticipate and identify abnormal, prolonged and complicated grief in children and adults</p> |

Essential Skills

Domain 1 Professional Values & Behaviour

Domain 2 Communication

Domain 4 Patient Management

Desirable skills:

1. Breaking bad news (e.g. SPIKE model)
2. Be able to conduct a DNACPR or ACP (Advance Care Plan) discussion with the child and parents/carers
3. Empathetic listening to facilitate appropriate open discussion with both the child and parents / carers