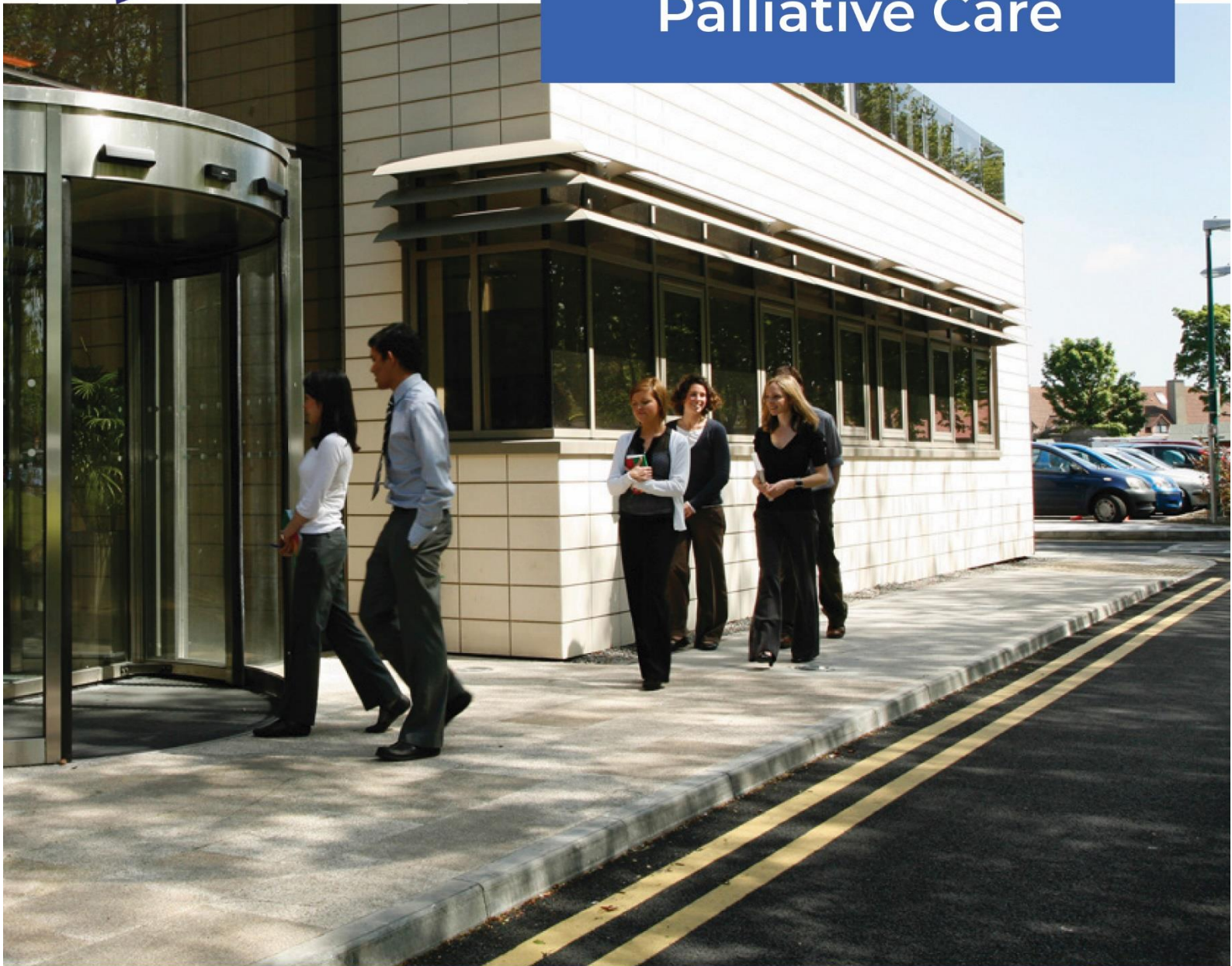


Dublin Certificate in Evidence Based Palliative Care



COURSE HANDBOOK

- ☑️ Pain Management
- ☑️ Respiratory Symptoms
- ☑️ Gastrointestinal Symptoms
- ☑️ Non-Malignant Conditions
- ☑️ Palliative Care Emergencies
- ☑️ Communication
- ☑️ Ethical Issues
- ☑️ Palliative Care at End of Life

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Disclaimer

Our Lady's Hospice and Care Services has made all reasonable efforts to ensure that the information contained in this Course Handbook is up-to-date and accurate at the time of publication.

1.1. Introduction

Welcome to Our Lady's Hospice and Care Services (OLH&CS) here at Harold's Cross, Dublin. The philosophy of OLH&CS supports a belief in continuous professional development and education within a spirit of mutual trust and respect, throughout the organisation. Our mission and core values of ***Dignity, Compassion, Justice, Quality & Advocacy*** compel us to provide an environment that promotes well-being for all. Accordingly, the objective of OLH&CS is to provide learners with a welcoming and supportive learning environment that is respectful of adult learning theory and that embraces an ethos of sensitivity to personal, cultural and religious beliefs, values and practices.

Care for those with palliative and end-of-life needs requires a well-educated workforce who can respond to the changing context of health care. Our response is driven by population need and expectation, access to a workforce faced with ever increasing demands and influenced by political and economic factors as well as sociological changes, and technological advances. Education and training for the personal and professional development of health care professionals must adapt to change, so that they are supported and provided with an opportunity to continue to develop the skills and knowledge required to provide care that is safe, evidence based and responsive. Hence, the Dublin Certificate in Evidence Based Palliative Care Course has been developed to address and support the continued education needs of health care professionals

2.1. Introduction to the Dublin Evidenced Based Palliative Care Course.

The Education and Research team at Our Lady's Hospice and Care Services developed this education course for all healthcare professionals (nurses, doctors, physiotherapists, occupational therapists, pharmacists, dieticians, medical social workers and speech and language therapists) whether new to specialist palliative care or those working in non-specialist care, with an opportunity to develop their theoretical knowledge in palliative care symptom management in order to optimise the quality of life of patients with life-limiting malignant and non-malignant conditions. This course is designed to provide participants with a symptom management toolbox that is underpinned with up to date evidence to enable them to develop and deliver professional, compassionate and holistic care for persons with palliative and end-of-life care needs.

The aim of this course is to provide the participant with the knowledge, skills and attitude to care for the person with palliative and end-of-life care symptoms effectively and holistically.

The objectives of this course are to:

1. Develop the participant's knowledge of the philosophy and principles of palliative care.
2. Support the participant to understand both non-pharmacological and pharmacological methods of evidenced based symptom management.
3. Develop the participant's ability to identify the essential skills to assess symptoms experienced by patients with palliative and end-of-life care needs.
4. Support an understanding of the evolving and changing evidence as a consequence of research conducted on palliative and end-of-life symptoms.

3.1. Teaching and Learning

This is a blended learning course, combining online learning units with face-to-face practical workshops. The teaching and learning ethos is grounded in Malcolm Knowles' (1984) andragogic theory that adult learning is self-directed and adults take responsibility for their own learning. Self-directed learning is a process where the learner manages their own learning process from beginning to end (Boyer et al., 2014).

The online learning units are based on the notion of the flipped classroom (EDUCAUSE Learning Initiative, 2012), which draws on the concepts of self-direction, and active engagement in learning. Participants undertake the learning unit online via the OLH&CS learning management system, OLIVE, at their own pace, putting learning in the control of the participant as they can start, stop and reflect. The learning unit itself is multi-modal and comprises; evidence-based theory through accessing policies, guidelines and articles, websites and viewing relevant video clips, and is interspersed with quizzes and questions to test the participant's knowledge. The result is that didactic class time is repurposed into a clinical skills workshop where the participant can enquire about the learning unit content, test their skills in applying knowledge, and interact with other participants in hands-on activities.

3.2. Learning Outcomes

At the end of this course, the participant will be able to:

1. Demonstrate knowledge of the philosophy and principles of palliative care.
2. Understand the essential skills to assess a person with palliative and end-of-life care symptoms.
3. Explain and justify both non-pharmacological and pharmacological approaches to palliative and end-of-life care symptom management.
4. Recognise and explain the complications that can occur if palliative and end-of-life symptoms remain untreated.
5. Demonstrate an understanding of the knowledge, skills and attitudes of effective communication

and therapeutic relationships which support the mental health, spiritual and social wellbeing of people with life-limiting conditions and their families

6. Explore the concept of a good death.

The duration of the Dublin Certificate in Evidence Based Palliative Care course is 12 weeks and will be delivered twice a year in the autumn and spring semesters. The purpose is to allow participants to engage in the learning units and associated workshops, in order to consolidate learning and the application of theory to practice.

3.3. Learner Support

The clinical environment combined with ongoing education is demanding, and participants regularly have to juggle many different aspects of their lives at one time. There are many support services available to course participants in the Our Lady's Hospice and Care Services. There is two-way communication between participants and the Registered Nurse Tutor (RNT) in terms of the learning units, workshops and assessment. Any concerns about the course can be discussed with the RNT in confidence. There is also a dedicated Educational Technologist available in OLH&CS for participants to access and avail of support and guidance in relation to online learning or digital technology query.

3.3.1. Feedforward and Feedback Strategies

A combination of feedforward and feedback strategies will be used throughout the 12 weeks of the course. Feedforward strategies such as clarifying expectations at the start of the course outlining what a good performance is in the PowerPoint presentation and how this can be achieved will be provided. One small group tutorial/webinar will be provided during the 12 weeks to allow opportunities for individualised feedforward approaches using examples from past assessments. General feedback as appropriate will be given on the participants' current performance throughout the course.

3.3.2. Library Facilities

Library and Information Services within Our Lady's Hospice and Care Services are provided to support participants throughout the course. The library has a print collection of books for loan, and core texts from the reading/reference lists for the learning units available to borrow by registered users. The Librarian also provides advice and training on information literacy – e.g. literature searching, referencing, critical appraisal, etc., and on accessing resources. Please note that referencing should be in accordance with the Harvard referencing style. The reference guide to use will be accessible on OLIVE.

The library is located on the first floor in the Education & Research Centre (E&RC). Please contact our librarian,

Fiona Lawler, in advance to schedule an appointment via email: library@olh.ie.

3.3.3. Virtual Learning Environment.

Our Education Technologist manages the virtual learning environment used throughout OLH&CS. It is called OLIVE and is an acronym composed of the underlined letters in the following title – Our Lady’s Hospice & Care Services Learning in a Virtual Environment.

OLIVE is an online Moodle application that is used for education and can be accessed by any device that is connected to the internet. It is the portal for participants to access weekly presentations, reading resources, guidelines and knowledge checks. You will need a working email to use OLIVE. To access all of these learning resources go to learning.olh.ie

3.3.4. Contact Details of Staff with Responsibility for Course Delivery

Name	Title	Contact Details
Assoc. Prof Michael Connolly	Joint Associate Professor of Clinical Nursing UCD School of Nursing, Midwifery & Health Systems and Our Lady's Hospice & Care Services	01-406 8795 mconnolly@olh.ie
Bríd McCarthy	Nurse Tutor, Our Lady’s Hospice & Care Services.	01-406 8833 bmccarthy@olh.ie
Dr Mary Bell	Nurse Tutor, Our Lady's Hospice & Care Services and Adjunct Lecturer/Assistant Professor UCD School of Nursing, Midwifery & Health Systems.	01-406 8843 mbell@olh.ie
Anita Duffy	Nurse Tutor, Our Lady's Hospice & Care Services and Adjunct Lecturer/Assistant Professor UCD School of Nursing, Midwifery & Health Systems.	01-406 8702 aduffy@olh.ie
Elaine Hyland	Clinical Facilitator, Our Lady's Hospice & Care Services	01-406 6211 ehyland@olh.ie
Fiona Lawler	Librarian and Information Services, Our Lady's Hospice & Care Services	01-406 8703 library@olh.ie
Gareth Wescott	Education Technologist, Our Lady's Hospice & Care Services	01-406 2528 gwescott@olh.ie

3.3.5. Timetable for Dublin Certificate in Evidence Based Palliative Care Course Timetable -Spring 2025

- **Online material available every Monday from 9am**
- **Face-to-Face workshops are on three Tuesdays**

Week	Speaker	Topic	Method of delivery
Week 1 14/01/25	Assoc. Prof Michael Connolly, Prof. Andrew Davies and Bríd McCarthy	Introduction to the philosophy and principles of palliative care.	Face to Face workshop 09.00-13.00
Week 2 21/01/25	Dr Mary Bell Adjunct Lecturer/ Assistant Professor UCD School of Nursing	Symptom Management-Pain (1) -Pathophysiology, types of pain, pain assessment, pain assessment tools	Asynchronous 1 hr. Pre-Recorded Lecture / further reading Knowledge check MCQ at the end of session
Week 3 28/01/25	Dr Jenny Power Research Fellow, Special Lecturer in Palliative Medicine, UCD	Symptom Management-Pain (2) - Pharmacological Management (3) - Non-Pharmacological Management (4) - Management of specific pain and non-pharmacological management of pain	Asynchronous 1 hr. Pre-Recorded Lecture / further reading Knowledge check MCQ at the end of session
Week 4 04/02/25	ANP Julie Goss ANP Specialist Palliative Care, RNT	Symptom Management- Management of Respiratory symptoms	Asynchronous 1 hr. Pre-Recorded Lecture / further reading Knowledge check MCQ at the end of session
TEAMS Webinar at 15.00	Bríd McCarthy Nurse Tutor	PowerPoint presentation- preparation for assessment - email with TEAMS invitation will be sent on Monday morning 03-02-2025	Synchronous on Teams + pre-recorded lecture and further reading
Week 5 11/02/25	Orlaith Martin Clinical Specialist Occupational Therapist Palliative Care Dr. Michael Connolly Joint Associate Professor of Clinical Nursing, UCD Anita Duffy Nurse tutor. Adjunct Lecturer / Assistant Professor, UCD School of Nursing	Symptom Management – Fatigue Ethical issues in Palliative Care Communication in Palliative Care	Face to Face workshop 09.00-17.00

Week 6 18/02/25	Prof Andrew Davies Professor of Palliative Medicine, OLH&CS / TCD	Symptom Management- GIT symptoms 1	Asynchronous 1 hr. Pre-Recorded Lecture / further reading Knowledge check MCQ at the end of session
Week 7 25/02/25	Prof Andrew Davies Professor of Palliative Medicine, OLH&CS / TCD	Symptom Management- GIT symptoms 2	Asynchronous 1 hr. Pre-Recorded Lecture / further reading Knowledge check MCQ at the end of session
Week 8 04/03/25	Dr Mary Bell Adjunct Lecturer/ Assistant Professor UCD School of Nursing	Palliative Care – Non-Malignant Conditions: i.e. Management of patients with- MND, Dementia, MS, Parkinson’s (Symptoms such as joint stiffness, dysphagia, dysarthria, drooling, depression)	Asynchronous 1 hr Pre-Recorded Lecture / further reading Knowledge check MCQ at the end of session
Week 9 11/03/25	Dr Craig Gouldthorpe Research Fellow, Clinical Lecturer in Palliative Medicine, TCD	Palliative Care Emergencies: Spinal Cord Compression, SVC obstruction, Hemorrhage, Hypercalcemia, Neutropenic Sepsis	Asynchronous 1 hr. Pre-Recorded Lecture / further reading Knowledge check MCQ at the end of session
Week 10 18/03/25	Leona Butterly Clinical Facilitator / CNM2	Palliative care at the End of Life.	Asynchronous 1 hr. Pre-Recorded Lecture / further reading Knowledge check MCQ at the end of session
Week 11 25/03/25	READING WEEK	READING WEEK	READING WEEK
Week 12 01/04/25	Assoc. Prof Michael Connolly & Dr Mary Bell Joint Associate Professor of Clinical Nursing, UCD	Assessment (1)- End of module MCQ Assessment (2)- Poster presentation	Face to Face synchronous Assessment Day 09.00-1.30

3.3.6 TUESDAY 14th JANUARY 2025 – Face to Face Introductory Day.

Time	Topic	Presenter
9.00-9.10	Welcome and introduction to the course	Assoc. Prof Michael Connolly, Prof Andrew Davies & Bríd McCarthy
9.10-9.50	What is evidence based palliative care?	Prof Andrew Davies
9.50-10.00	Course outline and education platform OLIVE	Gareth Westcott
10.00-10.15	Introduction to Library resources	Fiona Lawler

10.15-10.30	Course outline	Bríd McCarthy
10.30-11.00	COFFEE	
11.00-13.00	Introduction to the philosophy and principles of palliative care	Bríd McCarthy

3.3.7 Face-to-Face Timetable for Dublin Certificate in Evidenced Based Palliative Care Course

1. TUESDAY 11th FEBRUARY 2025

Time	Topic	Presenter
9.00-10.30	Fatigue	Orlaith Martin
10.30-11.00	COFFEE	
11.00-13.00	Ethical issues in palliative care	Assoc. Prof. Michael Connolly
13.00-14.00	LUNCH	
14.00-17.00	Communication in palliative care	Anita Duffy

2. TUESDAY 1st APRIL 2025

Time	Topic	Presenter
9.00-10.00	MCQ ASSESSMENT	Bríd McCarthy
10.00-10.30	COFFEE	
10.00-13.00	POWERPOINT PRESENTATION ASSESSMENT	Assoc. Prof Michael Connolly, Ms Bríd McCarthy, Ms Anita Duffy and Dr Mary Bell
13.00-13.30	EVALUATION OF COURSE	Assoc. Prof Michael Connolly, Ms Bríd McCarthy, Ms Anita Duffy and Dr Mary Bell

Assessments

The aim of assessment is to enable the measurement of the participant's progress and achievement of the learning outcomes and competences for the course. It supports the adult learning approach, and promotes the integration of theory and practice within the palliative and general care setting. There are two assessments associated with the Dublin Certificate of Evidenced Based Palliative Care course:

- Assessment 1: Multiple Choice Question examination (30%)
- Assessment 2: PowerPoint Presentation (70%)

4.1.1. Assessment 1

The Multiple-Choice Question (MCQ) examination is based on the course learning outcomes. This assessment is both continuous and summative. Participants complete 10 knowledge checks every week during the course, culminating in a final assessment on week 12 of 50 MCQS on assessment day.

Assessment 1: Assessment of knowledge	
Title: Multiple Choice Question Assessment	
Timeline: To be completed on Tuesday 1 ST April 2025	Weighting: 30%
Description:	
Formative assessment: This assessment encompasses 10 knowledge check questions for weeks 1 to week 11. Each is designed to help the participant focus his/her learning continuously throughout the course. The participant completes these questions at a time that suits him or her.	
Summative assessment: This assessment will incorporate 50 random multiple-choice questions that capture all the content explored from week 1 to week 11. Participants will complete the examination on the final day of the course in	

the Education & Research Centre at OLH&CS.	
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4.1.2. Assessment 2

Presenting an academic PowerPoint presentation was chosen as the theoretical assessment for this course as it is an experiential learning activity that aims to encourage an in-depth exploration of a chosen topic pertinent to the healthcare professional caring for a person with palliative and end-of-life needs. It is a novel way of demonstrating understanding as it allows for questions and answers and the exchange of ideas and information regarding the research presented. The presentation will capture the most important research findings only. We hope that it will encourage the participants to investigate a pertinent topic thoroughly, providing an opportunity for peer learning. Each student will choose an identified topic which will be ratified by the Registered Nurse Tutor.

Assessment 2: Application of Knowledge	
Title: PowerPoint Presentation	
Timeline: To be presented on the 10 th of December 2024	Weighting: 70%

Aim:

The aim of the presentation is to demonstrate the participant's ability to give a PowerPoint presentation on a pertinent area of symptom management in the care of the person with palliative care needs in a critical and discriminating manner.

Description:

The presentation is the theoretical assessment for this course as it is an experiential learning activity that aims to encourage an in-depth exploration of a chosen topic pertinent to the care of the person with palliative care needs. It is a novel way of demonstrating understanding as it allows for questions and answers and the exchange of ideas and information regarding the research presented.

Capturing the most important research findings only, the presentation serves to encourage participants to investigate a pertinent topic thoroughly, providing an opportunity for peer learning.

The presentation must be prepared and delivered according to the guidelines below:

Students will be expected to produce a presentation which:

- Presents a topic with a focus on one complex palliative problem or symptom, based on the content of this course.
- Identifies the importance of investigating the given topic
- Reviews and presents the literature on best practice in this area
- Critiques current care of the person with palliative care needs in relation to the evidence provided in the literature

NOTE: The time allocated for the presentation is 15 minutes (10 minutes for the presentation and 5 minutes to initiate and engage in discussion)

PLEASE SUBMIT TO gwescott@olh.ie by Friday 28th March 2025 at 12 mid-day.

4.1.3. Submissions/Late Submissions

Participants are required to give their PowerPoint presentations on Tuesday, April 1st 2025. In order to support the timely submission of the preparation and presentation of the poster, information will be provided to all participants including the submission of coursework, writing resources, the writing and referencing guidelines during one virtual session on 4th February, 2025 at 15.00 on TEAMS.

4.1.4. Plagiarism

Appropriate referencing is integral and essential to good academic practice. Plagiarism is defined as the act of representing the work of others as one's own while neglecting to acknowledge the original author (Collins English Dictionary, 2012). Within academia, plagiarism is considered fraudulent, and OLH&CS regards plagiarism as a major offence. Please remember that all works or ideas taken from another source must always be referenced. Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology including: copying another student's work, enlisting another person or persons to complete an assignment on your behalf, quoting directly without acknowledgement from books, articles or other sources either in printed, recorded or electronic sources, and paraphrasing without acknowledging the written work

of others.

4.1.5. Appeals

After results have been provided course participants may seek additional feedback. Course participants may appeal the results. It is worth noting that disappointment with the result of an assessment is **not** a ground for an assessment appeal. An appeal must be submitted within one week of the date results are issued.

4.1.6 Remediation

For participants who are unsuccessful in the assessment, an opportunity to repeat is available. Every participant is allowed one repeat attempt. In the event of failure after two attempts, participants will exit the programme without a certificate of completion. Participants are encouraged to advise the course coordinator if they are experiencing any difficulties with engaging with the course materials.

4.17. Programme Results

On completion of this course, and once participants have received their results, a certificate of completion will be issued to those who have been successful.

This module has been granted 35 Continuing Education Units (CEUs) from the Nursing and Midwifery Board of Ireland (for nurses completing the programme) and 23 Continuing Professional Development (CPD) points for the Royal College of Physicians of Ireland for medical doctors completing the programme. For the Health and Social Care Professionals regulated by CORU, this course can be used for the allocation of CPD credits as per CORU guidance.

4.1.8. Course Evaluation

A course evaluation is completed at the end of the course both verbally and in writing. Participants are invited to complete an online module evaluation questionnaire. This feedback will be collated using a standard format and the module report sent to the clinical and education teams within OLH&CS.

4.1.9. Criteria for PowerPoint Assessment

Dublin Certificate in Evidence Based Practice
Criteria for Powerpoint Presentation Assessment

Name:

Date:

Venue:

Title:		Mark Available	Mark Awarded	Comments
Content/Visual Element (40 marks)	Is the information in the presentation accurate and evidence based?	15		
	Is the presentation focused on module related content?	10		
	Do the references adhere to the guidelines?	5		
	Is the presentation well laid out and easy to follow? i.e. Does the presentation have a clear structure and sequence?	5		
	Are the slides titled and presented with the appropriate amount of text on each slide?	5		
Verbal Element (40 Marks)	Does the presenter demonstrate satisfactory presentation skills? 1. Demonstrates confidence in terms of using appropriate language according to the module 2. Engages with audience 3. Speaks clearly and slowly 4. Does not read from slides	20		
	Does the presenter demonstrate the relevance of the topic to their area of practice?	10		
	Does the presenter demonstrate the ability to discuss the information displayed with the audience?	10		
Reflection on Learning (20 marks)	Does the presenter reflect on their learning from this assessment? Does the presenter demonstrate ability to self-assess own work? e.g. what would you do differently? What has she/he learned? Is there evidence of collegiality? EXAMPLE OF QUESTIONS: <ul style="list-style-type: none"> • Why this subject? • How would you go about implementing this? • What difficulties do you envisage in implementing the evidence? • How will this improve the patient/individual experience in your area of practice? • What did you learn from this? 	20		
Total Marks				

Any overall comment:

Assessor's Signature:

5.1. Reading List

The participants on the Dublin Certificate in Evidence Based Palliative Care Course will be provided with relevant readings as they relate to the course. Each week of content will have a reference list, which participants can access. Each online learning unit has resources embedded within, which support the content and guide the participant undertaking the learning unit. Resources take the form of evidence-based articles from relevant journals, video clips, national and international guidelines, and Our Lady's Hospice and Care Services policies and guidelines, which are based on best available evidence and are updated regularly.

6.1. References

Boyer, S. L., Edmondson, D. R., Artis, A. B., and Fleming, D. (2014) Self Directed Learning A Tool for Lifelong Learning. *Journal of Marketing Education*, **36**(1): 20-32.

Collins English Dictionary. (2012) Dictionary.com. Retrieved from: [Plagiarism Definition & Meaning | Dictionary.com](#) (Accessed: 6th September 2022)

EDUCAUSE Learning Initiative (2012) *Things you should know about™... FLIPPED CLASSROOMS*. <https://net.educause.edu/ir/library/pdf/eli7081.pdf> (Accessed: 25th April 2017).

Knowles, M. (1984). *Andragogy in Action*. San Francisco: Jossey-Bass.