

### **1. Identifying the professional's perceptions of the child's QoL.**

#### **Questions**

According to you, what was it that made this child have a good day? A bad day? A good time? A bad time? Do you remember one of these moments?

- [Prompts]: What are the specific indications or elements that allow you to judge whether it is or was a good or bad day for the child? <sup>a</sup>

Now, if we think more generally, what do you think defines a good day for a child with advanced cancer in palliative care? And what defines a bad day?

- [Prompts]: What are the specific indications or elements that allow you to judge whether it is or was a good or bad day for the child? <sup>a</sup>

### **2. Identifying the professional's perceptions of the child's QoL and activities or trends involved in defining a good or bad QoL for the child.**

#### **Questions**

Could you describe the QoL of the child for whom you provided care to?

- [Prompts]: What are the specific indications or elements that allow you to judge whether it is or was a good or bad QoL? <sup>a</sup>

If we think more generally about children with cancer in palliative care, what would be the criteria to consider in the evaluation of their QoL? <sup>a</sup>

### **3. Analysis of the professionals' practices to evaluate the QoL of children with advanced cancer in PC.**

#### **Questions**

According to you, are the same criteria to assess QoL used by different professionals? Do you agree on the same child's QoL? <sup>a</sup>

What are your recommendations to improve this evaluation? <sup>a</sup>

### **4. Is there anything else you would like to add concerning the QoL of children with advanced cancer in palliative care? <sup>a</sup>**

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<sup>a</sup> The answers of these questions were analysed to meet the objectives of this article.